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Policy Statement on Academic Appointments and Tenure

Énoncé de principes relatif à la nomination des professeurs et à
la permanence de l'emploi

Report on the Simon Fraser University Dispute

Report on Salaries

On the Present State of Academic Freedom

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THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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Editor	Edward J. Monahan	Directeur
Associate Editor	Wilfrid M. Dubé	Directeur adjoint

C.A.U.T. National Office
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ON THE PRESENT STATE OF ACADEMIC FREEDOM *

Alwyn Berland

The concept of academic freedom which now occupies a position of such high prestige (at least officially) in the contemporary Western university is not very old. Although it had earlier roots it blossomed mainly in the 19th century, largely as the result of a concept of the university as a community of scholars needful, and deserving, of a large degree of autonomy. The idea of the university as a community of scholars is of course as old as the Middle Ages; what was added in the 19th century was a new and special emphasis on *autonomy*. Such an emphasis depended, I think, on several circumstances:

- (i) that the society, and therefore the university, had become largely secularized;
- (ii) that the society, and therefore the university, had lost most of its belief in the absolute authority of the State.

As a result, the process of learning came to be seen as itself autonomous and in a sense absolute, not subject to the confirmation of institutions beyond the university, whether of Church or State, and not confined within the limits of immutable or unquestionable "first principles" — or revealed truths beyond itself, religious or political.

The search for truth — or even knowledge — became its own first principle, and (in another sense) its own end.

This new independence of the university was a consequence of several other historical developments and assumptions, as for instance:

- (i) the revolution in science brought a new emphasis to the idea of *discovery* as central to the learning process — the development of new knowledge rather than merely the mastery by students of a body of knowledge already known to their teachers. There was a resulting excitement about the pursuit of knowledge as an absolute good — an end in itself;
- (ii) there was a growing awareness that the discovery of *new* truth brought with it great benefits: new knowledge meant a greater mastery of nature, possibly a better understanding of society, certainly improvements in the treatment of disease, in increasing standards of living, in the availability of labour-saving devices and creature comforts — in what the TV commercials call: *Better Living Through Chemistry*.

* This is a slightly revised version of an address to the O.C.U.F.A Council Meeting, 24 October 1969.

That second motivation for learning, you may be thinking, contradicts the first assumption — that the first argument for learning is the *Ding an sich* — the thing in itself, its own end. And of course it *does* contradict it somewhat, and of course it is not the only example of society's justifying its institutions through several mutually contradictory logics. The public may, like Walt Whitman, always say, "Do I contradict myself? Very well then, I contradict myself: I am large, I contain multitudes."

It has always been recognized that a function of education is the provision to society of the skills and talents society needs: nevertheless the particular contradiction I speak of here has developed ever more sharply to plague the contemporary university. The argument for learning for its own sake as a good in itself, in enriching human life, in satisfying human curiosity, and so on — and the other argument, for learning for the sake of material benefits — may be on a theoretical level capable of a harmonious balance, but in practice not so easily, as our endless and anguished debates about something called "liberal education" as opposed to something called "professionalism" so richly testify. But that is another topic.

The concept of academic freedom blossomed in a society that saw truth as continuously unfolding, provisional, multi-faceted; subject to no absolute authority beyond itself, whatever claims for such authority might be made by either Church or State. All truth was discoverable: that is, learnable; and all truth was public: that is, teachable.

Any interference with the process of discovery, of teaching or learning, was therefore of necessity a bad thing because it could serve no positive purpose equal in value to knowledge — or truth — itself. If antidote were needed for error, that antidote must not be authority, but truth itself. And the best means for determining what is in fact error and what truth must be the appeal to men dedicated to serving truth and eliminating error — the community of scholars.

If that description has to your ears a faintly religious ring your ears do not play you false, because it is a rather religious concept — though now the religion of Science and of Humanism. And if we remember how very badly paid university professors were in the 19th century, and in the earlier part of our own century, one can imagine at least a hint of priestly overtones in this concept of the university professor, and of academic freedom as the necessary condition of his priestly office. Now, what I call a necessary condition of a priestly office is ideally never defended merely for the benefit of the individual functioning in his office,

but rather for the values which his office serves. That is to say, the chief aim of academic freedom has been seen not so much as a protection or benefit to the individual professor (though in part it is), — not so much *that* as a benefit and protection for the entire society which the university serves.¹ And which it best serves by the guarantee that the freest possible atmosphere for the search for and dissemination of truth will prevail. Even if the fondest illusions of that society are from time to time bumped and thumped in the process.

That surely must be the logic which stands behind one of the first, and most important, formulations on academic freedom in North America, the 1940 *Statement of Principles on Academic Freedom and Tenure* of the A.A.U.P.:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

What does that all come to, and what does it mean for us at the present moment? To what degree does a knowledge of our sources tell us what we need to know now?

First, that academic freedom as we know it is related to the concept of a university as an autonomous institution centering around a community of scholars, concerned with the liberal and humanistic enterprise of pursuing truth and with its dissemination, without improper restrictions on that pursuit, and without authoritarian restraints on what aspects of knowledge or truth may be examined, criticized, or disseminated.

Second, that the state of the university today poses some difficult questions for all of us in relation to that concept of academic freedom. I should like to discuss some of these under two main headings.

The concept of academic freedom as it blossomed in the 19th century had two aspects. It has been pointed out² that in 19th century German universities, where mainly the modern notion of academic

¹ On this point we are all indebted to the classic statement of Fritz Machlup's A.A.U.P. presidential address of 1964, "In Defense of Academic Freedom" printed in *AAUP Bulletin*, 50 (Summer, 1964), 112-124.

² See, for instance, R. Hofstadter and W. P. Metzger, *The Development of Academic Freedom in the United States* (1955), 383-98.

freedom began, this freedom was seen as involving both teaching and learning, freedoms for teachers and for students, *Lehrfreiheit*, and *Lernfreiheit*. That is a useful point of departure for what follows.

The academic freedom of teachers has frequently come under attack from university administrations and trustees or boards representing the public — or some segment of the public — and over-zealous in their protection of certain, usually rather narrow, community values. This is still so. The academic freedom of teachers has come under attack by governments and political leaders or political movements.³ This is still so. Academic freedom has been attacked by civic groups, clubs, societies, interest groups. Academic freedoms of teachers have been attacked by other teachers, alas, and by students. In the sense that there are probably no new categories possible, it may be said that there are not likely to be new kinds of attack on academic freedom. But that is misleading. I think it more accurate to say that the kinds of attack on academic freedom that we have seen in recent years will probably continue, if not always at predictable seasons, and that we must remain vigilant against these. But there are, in addition, very particular dangers in the current scene. One has to do with the nature of contemporary university autonomy, which is besieged from many quarters. Universities, we are continuously told, demand incredible levies on the public purse, in our country almost the exclusive source of university funding, and therefore governments are making their presence keenly felt. If, the argument goes, the man who pays the piper calls the tune, the piper may expect to have little control over his repertory if his bills add up to too much. The challenge to academic freedom from government is not likely to take the form of attacks on individual controversial professors (though I do not exclude that possibility altogether), so much as on the right of academics to determine what should be taught, and by whom, and to whom — and, just now in Ontario, even *where* it shall be taught. This danger requires that very serious dialogue with government about the university be maintained, and that much more dialogue than we have yet begun to attempt with the public be initiated as well. It means more, however. It means, I think, that our *own* sense of the university as a community of scholars especially needful, and deserving of autonomy,

³ The classic citation is the forced resignation of the entire Economics department of Kansas State College in 1896, for refusal to commit itself officially to the teaching of the economics of Populism. But anyone following the history of Premier Ross Thatcher's relations with the University of Saskatchewan in 1967, or with the recent public rhetoric of Spiro Agnew as Vice-President of the United States, will find interesting possibilities closer in time and in space.

needs rigorous self-examination. To what degree do we as faculties examine seriously these very questions — of what should be taught, and by whom, and to whom? Have we from time to time been guilty of accepting any academic, or pseudo-academic, or sub-academic programme of teaching or of research that is accompanied by a suitably fat cheque, or grant, or subsidy? Have we engaged in serious dialogue, even among ourselves, about what is happening to the teaching process itself under the dazzling assault of numbers? *Are* we convinced that lectures to 3 and 4 and 5 hundred students are respectable modes of educating at the university level? Even when they are accompanied by occasional tutorials, taught mostly by inexpensive, and inexperienced, graduate students? I worry that we have not enough engaged in dialogue with governments, or the public, or even ourselves, about what *is* our responsibility: our own sense of what outrages on genuine education are being committed in the contemporary multiversities. Which — even physically — begin to look like a nightmare blending of Ford assembly plants and the Reichstag.

Our right to autonomy — and I believe it is considerable — and therefore to academic freedom — depends in part on our responsibility in maintaining a university which in fact deserves autonomy. I remind you that there is *no* equivalent tradition of academic freedom in North American high schools, or technical schools.

Hovering over the contemporary university is another peculiar threat to the academic freedom of teachers. It takes the form of a new assault on the concept of tenure, that device invented primarily for the protection of academic freedom. I have in the course of just the last several weeks heard and read a number of attacks on the concept of tenure — from public servants, from students, and even from professors. They follow two main lines of argument. First, that tenure was created in a period when administrations governed universities absolutely and when therefore individual professors especially needed the protection from absolutism which tenure affords. But — the argument goes — that is no longer the case. The modern university has been totally democratized; we live in the post-Duff-Berdahl age. Tenure, therefore, can only be justified now as a kind of feather-bedding, as the guarantee of continuous employment to mediocrity or “deadwood”, which university professors deserve no more than any other group or category of salaried employees. That argument may strike you as amusing; but in fact it is rather grim. I have been looking for this dreamy university which has become altogether democratized and “post-duffberdahlized”; my lantern may be

feeble, but I have not yet found it. In recent weeks I have been looking at some of the guidelines of individual Canadian universities which include regulations governing conditions of employment, contract renewal, the granting of tenure, and so forth, and many of them do not yet convince me that we have arrived at the new Jerusalem. The pearly gates (I am shifting my geography somewhat) are still there, carefully guarded; and mainly the same people hold the keys, even if a few angelic figures wearing caps and gowns stand just behind as members of the committee on local arrangements.

The second line of argument is primarily that of students. It includes the same complaint that tenure safeguards mediocrity, but then assumes a different shape. This is that tenure is professionalist, and guildist, a favour exacted by professors for their own elitist purposes, which moreover, freezes curricula and keeps them from moving with the times, discourages mobility and rapid change, and militates against something which goes by a number of names, but which students most frequently call *relevance*. These are in a way more serious arguments, I think, and more challenging ones as well.

My own answers are as yet still provisional, and go something like this: Tenure, like every safeguard to a necessary freedom, is open to abuse, and entails certain costs and penalties. You are right to demand that abuses and penalties be minimized, and to demand that we all be as scrupulous and careful as possible in our hiring and appointing, as well as in the conferring of tenure. At the same time, you must recognize that without the safeguards of tenure the university as a whole, and society itself, will be the loser. That without tenure the very professors you think most relevant today may be dismissed and unemployed tomorrow. Moreover, the professors you think most relevant today — or rather, their ideologies, since it is that rather than personality which is most likely to sway you from more academic considerations — you may find in two years as relevant as Rudolph Valentino riding his camel across a screen showing *I am Curious (Yellow)*. (Or pink, or purple.) Students during the first World War fiercely opposed professors who were pacifists, or insufficiently patriotic; students in the Germany of the late 1920's helped to oust many faculty members insufficiently nationalistic. Many students joined the witch-hunt against liberals and the left in the McCarthy era in the United States.

If there are arguments for change, and for mobility, let us hear them, and seek better solutions. Perhaps the opening of new fields of

study is less balked by the existence of tenure than by the availability of professors trained in a new field? Perhaps you wish to encourage visiting professorships? If the university becomes an arm of social struggle *either* for the status quo or for “the” revolution, it is no longer autonomous. And then you must think about whether a university limited to a particular social value or ideology — in fashion or out — is any more entitled to the claim for academic freedom than the university dominated by authoritarian Church or absolutist State.

The final threat to academic freedom for teachers within the contemporary university that I wish to speak of is also internal, like that posed by the students I have just been arguing with. This threat is the result of an increasing divisiveness within faculties themselves, a divisiveness that is dangerous to categorize, oversimply, but which is between traditionalists and innovators, between those we rapidly label conservative or reactionary, and those equally rapidly named progressive or radical — with the so-called liberals alternately courted and condemned by both sides. Frequently, but not necessarily, the division grows between those who teach Science, pure or applied, and those in the Arts, and especially those teaching Social Sciences. The Sciences both in teaching and in research have tended to become relatively systematized, and professionally oriented. They are, moreover, “safe” — uncontroversial — areas in today’s university in a sense in which Galileo, for instance, would be astonished to see. The teaching of Social Sciences is much less systematized, less professionally oriented, and certainly not safe. They are the only source of what may be claimed to be heresy today. Heresy is possible as a concept only when there is a clearly defined orthodoxy in opposition. And the only contemporary heresies are those within the body politic. Heresies that are taken seriously no longer exist in matters religious or sexual, but do exist in Economics, and Political Science, Sociology and Anthropology. So too in their experimental modes of teaching and research.

This divisiveness within faculties grows more heated and bitter — and I do not for a moment mean simply the divisiveness literally between the Natural and the Social Scientists. There are too many people crossing the floor, or fighting within their own parties, to allow oversimple labelling. But however you label the parties to the dispute, the heat and anger are there, and they threaten academic freedom. Most of us, as academics, celebrate the overthrow of dogmas in the past, for in our perspective we are assured that they *were* dogmas. But we are still prone to deep suspicion of heresy in the present.

I am alarmed by the hostility which on many campuses has tended to discourage open and frank dialogue on these differences, and by the frequency with which one finds instead of open dialogue, a resort to tight-lipped parliamentary procedure in its place. We find ourselves these days having to deplore the use of physical force or disruptions on campuses, because we believe that the university is the place primarily of reason, and of the discourse of reason, the denial of which threatens the very existence of the university. While (of course) I believe in the necessity of parliamentary procedures, I am not convinced that the doctrinal and pedagogic and ideological conflicts so sharply dividing our universities will be solved by those procedures. What endangers us almost as much as disruption is the relative absence of rational discourse on these conflicts. Faculties, and students, need more dialogue — in seminars, workshops, lectures, teach-ins — whatever —, about the issues that divide us. That, I take it, is what is meant by the discourse of reason. In the solving of these sharp internal conflicts the ideal of the discourse of reason suggests that dialogue is needed as well as referendum; that the technique of Plato's *Republic* justifies us, over the long haul, even more than Robert's *Rules of Order*.

All of that — about which a great deal more could — and indeed needs to — be said, has related primarily to the academic freedom of teachers and of teaching, of *Lehrfreiheit*. I want, finally, to speak very briefly of the other main kind of academic freedom, that of learning, of students, of *Lernfreiheit*.

Most discussions of academic freedom, and most of the controversy stemming from the issue of academic freedom, have had to do with teachers, and not with students. There are good historical reasons for this, though I don't intend to explore them here. Moreover, in the development of academic freedom earlier, the greatest possible benefits for students were probably best served by assuring academic freedom for teachers. To a large degree, this is still true. However, there *are* special and unique academic freedoms for students. In North America the discussion of these, and their formulation, has mainly been neglected. Academic freedom for students has taken form partly in the establishment of the "elective" principle, partly in an attempt to widen the socio-economic base of university accessibility, and to remove ethnic and racial discriminations. Today's students think this scarcely enough, however, and I hope that most of us agree with them. I don't suppose students right now need *our* urging to develop a student code of academic freedom.

But I think that if they have our encouragement, and the use of our experience and knowledge when they wish it, we will all be better off.

I caution against two kinds of faculty involvement with the academic freedom of students which I see as dangers. One is the occasional tendency to see student clamour and student threats as a nuisance, or a menace, and to strew general kinds of student participation about as a vague assurance of give-and-take, or perhaps as a device similar to the throwing of available tidbits to the wolves pursuing the sleigh across the Siberian wastes. When this happens, students are suspicious, rightly, not so much because it is not enough, but because it is an evasion of the issue, which they call "tokenism," but which I would call frivolousness. The second kind of faculty involvement is the occasional tendency of some faculty members to involve students as much as possible within the university in power struggle and in shared social goals. This is dangerously anti-intellectual because it ignores, or does deliberate violence to, the primary object of the student's presence in the university — which is the acquisition of the intellectual mastery and intellectual discipline which one day will make him good of his kind, whether his kind is professional, or academic, or revolutionist. The first type of improper involvement I described as likely to be frivolous; the second type is most likely to be manipulative.

Academic freedom, as I have discussed it here in its development, and in the conception of the university which gave rise to the idea, is not an absolute freedom, and is — like every other kind of meaningful freedom — beset by consequent responsibilities. And it must surely be our job to encourage the development of an academic freedom proper for students, as much as to develop one proper for teachers. Not merely for the sake of students, or for our own sake — though we both benefit — but because institutions of higher education are conducted for the common good. And the common good depends upon the free search for truth and its free exposition.

We are, as university professors, sometimes accused of somewhat narrow interests — of being excessively interested in our own welfare — our own salaries and fringe benefits and long vacations, and our own protections. I think it is an accusation which is going to be made more frequently rather than less. How we deal with that criticism will depend in part on how seriously we accept the responsibilities implied in the conception of a community of scholars needful and deserving of autonomy which exists for the common good. Inevitably, part of that charge

now must include the generosity with which we encourage students to develop their own fullest responsibilities within that community. To say that we are responsible to students does not suggest that we are not also responsible in many ways *for* them. I propose simply that we must give all serious thought to the ways in which students are to be admitted responsibly to fuller membership into our common enterprise. I ask for both generosity and responsibility. And here, unlike Walt Whitman, I do *not* think I contradict myself. For in all undertakings involving academic freedom in the community of scholars, generosity and responsibility shine out together in all the best chapters of our common heritage.

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C.A.U.T. POLICY STATEMENT ON ACADEMIC APPOINTMENTS AND TENURE

This is an official statement prepared by the Academic Freedom and Tenure Committee of the Association and adopted by the Council in November 1967. This document was revised and the following amendments were approved by Council on 21 November 1969. These revisions are published here separately and appear in the statement which follows.

REVISIONS

1. *Preamble*

A. New section 6 to be added:

Academic disputes should be settled by resort to equitable procedures available within the academic community. Resort should not be had to the courts except when these procedures have failed. *

* See also C.A.U.T. Policy Statement on Use of Court Injunctions.

ÉNONCÉ DE PRINCIPES DE L'A.C.P.U. RELATIF À LA NOMINATION DES PROFESSEURS ET À LA PERMANENCE DE L'EMPLOI

Ceci est une déclaration officielle soumise par le comité de la liberté universitaire et de la permanence de l'emploi et adoptée par le Conseil en novembre 1967. Ce document a été révisé et les modifications suivantes furent approuvées lors de la réunion du Conseil, le 21 novembre 1969. Les révisions apparaissent séparément et sont insérées dans l'énoncé suivant.

REVISIONS

1. *Préambule*

A. Ajouter une nouvelle section 6:

On devrait avoir recours à des procédures équitables, accessibles à la communauté universitaire, pour régler les différends au sein de l'université. On ne devrait avoir recours aux tribunaux que dans le cas où ces procédures auraient échoué. *

* Cf. L'énoncé de l'A.C.P.U. sur le recours à l'injonction.

B. Present sections 6-9 to be renumbered 7-10.

2. Section III, C: *Dismissal Procedures and Suspension*

A. Delete present section C.8.

B. Renumber present section C.9, to become C.8.

C. Add new section C.9:

The president of a university may, by written notice for stated cause, relieve a faculty member of some or all of his university duties and withdraw some or all of his university privileges, provided that dismissal or other procedures to determine the propriety of such action have already been initiated or are initiated simultaneously. The suspension should terminate with the conclusion of the dismissal or other proceedings, or at such earlier time as the president may deem appropriate. The stated cause must involve an immediate threat to the functioning of the university, or to any member of the university. Salary and other benefits should continue throughout the period of suspension.

B. Modifier la numérotation des sections 6-9 du présent texte afin de lire sections 7-10.

2. Section III, C: *Procédures de révocation et la suspension*

A. Supprimer la section C.8 du présent texte.

B. Changer la numérotation de la section C.9 du présent texte à C.8.

C. Ajouter la nouvelle section C.9:

Le recteur d'une université peut, en spécifiant par écrit le motif précis, relever un membre du corps professoral de quelques-unes ou de toutes ses fonctions universitaires pourvu que l'on ait déjà entamé, ou que l'on entame simultanément, des procédures conduisant à la révocation ou à l'établissement de la justesse d'une telle mesure. La suspension des fonctions universitaires devrait prendre fin soit avec la conclusion des procédures de révocation ou d'une autre cause, soit à tout autre moment antérieur si le recteur le juge opportun. L'énoncé du motif doit inclure une allégation de danger imminent pour le fonctionnement de l'université ou pour tout membre de la communauté universitaire. Le traitement et

3. Section III, D: *Denial of Promotion or of Increase in Salary*

Revise heading for Section III, D to read:

Grievances not involving Dismissal or Suspension

I

Introductory Note

1. This Policy Statement was prepared by the C.A.U.T. Committee on Academic Freedom and Tenure. It is the result of many months of work by the Committee, done in the light of its experience in connection with the cases that have come before it through a number of years, as well as of comment, criticism, and suggestion from many sources, especially from local faculty associations.
2. This Statement supersedes the C.A.U.T. Investigational Procedures published in the *Bulletin* for February 1964 at pages 74-78. To the extent that the earlier Procedures are not inconsistent with this Statement, they remain in effect as a guide to the Committee for its own internal regulation until it revises them.

les autres avantages du professeur devraient lui être assurés pendant toute la durée de la suspension.

3. Section III, D: *Refus de promotion ou d'augmentation de traitement*

Titre révisé de la section III, D:

Griefs autres que la révocation ou la suspension

I

Introduction

1. L'énoncé de principes qui suit a été préparé par le comité de l'A.C.P.U. chargé d'étudier la liberté universitaire des enseignants et la permanence de l'emploi. Le comité y a travaillé de longs mois en profitant de l'expérience acquise au cours des années passées et aussi des remarques, critiques et suggestions qui lui sont venues de différents côtés et en particulier des associations locales des professeurs.
2. Le présent énoncé remplace les procédures d'enquête de l'A.C.P.U. publiées dans le *Bulletin* de février 1964 aux pages 74-78. Dans

3. The Committee on Academic Freedom and Tenure is a ten-member group charged with the responsibility of dealing, on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement. It is to be noted that the Committee does not assume the role of an impartial adjudicator. Its intention is to act on behalf of faculty members who appeal to it, and in the interest of the Association. In order to do so, it must of course satisfy itself that such action is warranted. Its normal procedure therefore is first to make a sufficient informal investigation to enable it to decide whether the appeal has a proper basis in fact, and in this investigation it attempts to be scrupulously fair to all concerned; second, to attempt to ensure that if, in its opinion, an injustice has been done, an appropriate effort to mitigate it is made; third, if no such effort is made, or the effort is unsuccessful, to initiate a formal attempt to deal with the case. Such an attempt might, for example, mean the establishment of a special Committee of Enquiry which would conduct hearings and receive evidence from all parties to the dispute. If the Committee on Academic Freedom and Tenure and the university could agree to the appointment of a special

la mesure où ces procédures ne sont pas en contradiction avec ce qui suit, elles restent valables en attendant d'être revues par le comité.

3. Le comité de la liberté universitaire et de la permanence de l'emploi se compose de dix membres chargés d'examiner, au nom de l'Association, les recours qui lui sont adressés par des enseignants qui estiment que leurs droits professionnels ont été enfreints ou sont sur le point de l'être. Il convient de noter que le comité n'exerce pas le rôle d'arbitre. Il est censé représenter les intérêts des enseignants qui font appel à lui, et ceux de l'Association. Pour ce faire, il doit naturellement s'assurer que son intervention est justifiée. Sa façon normale de procéder est donc d'abord de faire, à titre officieux, une enquête suffisamment approfondie pour déterminer si l'appel s'appuie sur des faits. Dans cette enquête, il s'efforce d'être scrupuleusement équitable envers les parties en présence. Ensuite, s'il estime qu'une injustice a été commise, il s'efforce d'obtenir qu'on y remédie dans la mesure du possible. Enfin, si ses efforts échouent, il engage une procédure officielle. Par exemple, il peut demander la création d'un comité d'enquête habilité à tenir des audiences et à entendre les témoins des deux parties. Si le comité de la liberté universitaire et de la permanence de l'emploi peut se mettre d'accord

committee to act as an impartial tribunal, the enquiry could proceed without delay. If the university did not agree, the Special Committee would be appointed by the Chairman of the Committee on Academic Freedom and Tenure after consultation with the Executive Secretary and the other members of the Committee.

4. Any faculty member, whether or not he is a C.A.U.T. member, may appeal to the Committee, either directly or, at his choice, through his faculty association. In either event, the Committee will keep the faculty association informed and in appropriate circumstances may ask for its help.
5. The Committee on Academic Freedom and Tenure ordinarily deals with cases on a strictly confidential basis. It believes that the great majority of them do not in fact involve deliberate attempts at injustice, that unsavoury publicity is likely to do no good either to individual faculty members or to universities, and that moreover in cases where injustice has been deliberate, the threat of informed publicity is the strongest weapon that the Committee has. Its work is most effective where there is no premature publicity, and where

avec l'université pour nommer un comité d'arbitrage, l'enquête se poursuit sans retard. Dans le cas contraire, le comité d'arbitrage pourrait être nommé par le président du comité de la liberté universitaire et de la permanence de l'emploi, en consultation avec le secrétaire général de l'Association et les autres membres du comité.

4. Tout enseignant, qu'il soit ou non membre de l'A.C.P.U., peut faire appel devant le comité, soit directement, soit par l'intermédiaire de son association des professeurs. Dans un cas comme dans l'autre, le comité tient au courant cette association et, le cas échéant, peut lui demander son appui.
5. Le comité de la liberté universitaire et de la permanence de l'emploi observe la discrétion la plus complète sur les cas qui lui sont soumis. Il estime que le plus souvent il n'y a eu aucun désir d'être injuste, qu'une publicité de mauvais aloi ne peut que nuire aux enseignants et aux universités et que, de plus, là où l'injustice a été commise délibérément, la menace d'une publicité bien documentée et fondée sur les faits est l'arme la plus puissante dont dispose le comité. Celui-ci est surtout efficace là où il n'y a pas de publicité prématurée, et lorsque l'appel est fait avant que la situation ne s'aggrave au point où les sentiments tournent à l'aigre et deviennent excessifs.

it is appealed to before a situation deteriorates to the point at which feelings become rancorous or immoderate.

II

Preamble

1. The essential functions of a university are the pursuit and dissemination of knowledge and understanding, through research and teaching. Academic freedom is essential to the carrying out of these functions.
 2. Academic freedom includes the right within the university to decide who shall teach, who shall be taught, and what shall be studied, taught, or published. Because a university's essential concerns are intellectual, academic freedom involves the right of appointment of staff or admission of students regardless of race, sex, religion, or politics. It involves the right to teach, investigate, and speculate without deference to prescribed doctrine. It involves the right to criticize the university.
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II

Préambule

1. Essentiellement, la fonction d'une université est la recherche et la diffusion des connaissances; par la recherche et l'enseignement elle s'efforce de mieux faire connaître et de mieux faire comprendre. La liberté universitaire des enseignants est une condition essentielle à l'exercice de cette fonction.
2. La liberté universitaire des enseignants comporte le droit, à l'intérieur de l'université, de décider qui va enseigner et à qui et aussi ce qui doit être étudié, enseigné et publié. Du fait que les préoccupations essentielles d'une université sont d'ordre intellectuel, cette liberté comprend aussi le droit de nommer les professeurs et d'admettre des étudiants sans distinction de race, de sexe, de religion ou d'opinion politique. Elle reconnaît le droit d'enseigner, de faire des recherches et d'élaborer des théories indépendamment de toute doctrine établie. Elle donne le droit de participer à la formulation de la politique de l'université et le droit d'en faire la critique.

3. It is clear that not all threats to academic freedom can be set down in writing. Whenever authority is established in an organization, temptation to arbitrariness and petty tyranny arises. Universities are not different from other organizations in this respect; but because of the special dangers that arbitrariness presents to academic freedom, special limits must be placed on authority. These should include limits on the length of time that individuals may ordinarily serve in positions of authority; the use of consultative or elective procedures in connection with appointments to those positions; and in general the establishing of safeguards on all such matters as appointments, the granting of tenure, promotions, and dismissals.
 4. The right to academic freedom carries with it the duty to use that freedom in a responsible way.
 5. Academic freedom concerns the university as an institution; it concerns the students; it concerns the faculty. The present statement is directed to the third of these, specifically to the establishing of procedures to ensure the preservation of the right of the individual faculty member to study, teach, publish, and criticize, having a due regard for responsibility, as he sees fit.
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3. Il est bien évident qu'on ne peut faire la liste de toutes les menaces qui pèsent sur la liberté universitaire des enseignants. Dès l'instant que le pouvoir s'établit au sein d'un organisme, la tentation existe de recourir à l'arbitraire et d'exercer une tyrannie souvent mesquine. A cet égard, les universités sont des organismes, mais parce qu'elles peuvent souffrir plus que d'autres de l'arbitraire, les limites du pouvoir qui les régit doivent être définies plus soigneusement. C'est ainsi qu'il est bon de fixer la durée du mandat de ceux qui exercent l'autorité, d'établir des mécanismes de consultation et d'élection pour le choix de ceux-ci et, en général, de s'entourer de toutes les précautions nécessaires dans tout ce qui concerne les nominations à terme ou à titre permanent, ainsi que la promotion et la révocation.
4. La liberté universitaire est un droit qui comporte le devoir de ne pas en user à la légère.
5. La liberté universitaire concerne l'université en tant qu'institution; elle concerne aussi les étudiants; elle concerne enfin les professeurs. C'est de ces derniers qu'il s'agit ici. Plus précisément le présent texte vise à l'établissement de procédures susceptibles d'assurer à chaque enseignant le droit d'étudier, d'enseigner, de publier et de

6. Academic disputes should be settled by resort to equitable procedures available within the academic community. Resort should not be had to the courts except when these procedures have failed. *
7. Appointments are of three classes:
 - (i) those that confer tenure;
 - (ii) those that confer probationary status on the candidate, implying that at the end of a stated period the university will either confer tenure on him or discontinue the appointment;
 - (iii) those made in some exceptional cases, where a university may find it necessary to make appointments with a contractually limited term, carrying no implication of renewal or continuation beyond the term and no implication that the appointee is on probation for a permanent appointment.
8. "Tenure" means permanency of appointment, the right of a faculty member not to be dismissed except for cause. Permanency of appointment includes the right during the appointment to fair con-

* See also *C.A.U.T. Policy Statement on Use of Court Injunctions*.

critiquer comme il le juge bon, mais en exerçant ce droit raisonnablement.

6. On devrait avoir recours à des procédures équitables, accessibles à la communauté universitaire, pour régler les différends au sein de l'université. On ne devrait avoir recours aux tribunaux que dans le cas où ces procédures auraient échoué. *
7. Il y a trois sortes de nominations:
 1. celles qui sont faites à titre permanent;
 2. celles qui stipulent que l'intéressé est pris à l'essai, ce qui suppose qu'à l'expiration de la période prévue, l'université ou bien le nommera à titre permanent ou ne le gardera pas à son service;
 3. celles qui répondent à des cas exceptionnels où l'université se voit dans la nécessité de nommer un professeur pour une durée limitée par contrat; le contrat ne stipule pas un renouvellement et ne constitue pas une prise à l'essai en vue d'une nomination à titre permanent.

* Cf. *L'énoncé de l'A.C.P.U. sur le recours à l'injonction*.

sideration for increases of responsibility and salary, and promotions in rank.

9. "Dismissal" means the termination of an appointment by the university without the consent of the appointee, before the end of a stated contractual period. It follows that the failure to renew a contract of limited term does not constitute dismissal; that the decision not to grant tenure at the end of a probationary period does not constitute dismissal; that the termination of a non-tenured appointment during the course of its term constitutes dismissal; that the termination of a tenured appointment by the university at any time other than normal retirement constitutes dismissal.
10. In connection with the three kinds of faculty appointments, the C.A.U.T. recommends the following guidelines:

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8. En nommant un professeur à titre permanent, l'université s'interdit de le révoquer sans motif valable. La permanence comporte en outre pour l'université l'obligation d'examiner équitablement les droits de l'intéressé à un élargissement de ses fonctions, à des augmentations de traitement et à la promotion.
 9. Il y a révocation quand l'université met fin à une nomination sans le consentement de l'intéressé et avant l'expiration de la durée prévue par le contrat. Il n'y a donc pas révocation si un contrat de durée limitée n'est pas renouvelé, ou si, à la fin d'une période d'essai, l'université décide de ne pas nommer l'intéressé à titre permanent. Par contre, il y a révocation si le professeur nommé pour une durée limitée est congédié avant l'expiration du terme ou encore si le professeur nommé à titre permanent se voit retirer son poste avant d'avoir atteint l'âge de la retraite.
 10. L'A.C.P.U. recommande que les trois sortes de nominations soient faites conformément aux principes énoncés ci-dessous.

III

Guidelines

A. Probationary Periods and Tenure

- A1. The purpose of a probationary appointment is to provide a period of mutual appraisal for the university and the candidate. Probation does not imply inevitable appointment with tenure. It should imply that the university will give very serious consideration to such an appointment.
 - A2. For beginning faculty members a probationary period should be at least two years in length, in fairness to the university, and at most five years, in fairness to the candidate. Probationary appointments may be for renewable periods, but should not be renewed beyond the maximum of five years. In determining the probationary period for a candidate, full account should be taken of previous full-time academic service at the university, including service under a limited term contract, and appropriate
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III

A. Nominations à titre d'essai et à titre permanent.

- A1. Une nomination à titre d'essai a pour but de permettre à l'université et au professeur de mieux se connaître. Une nomination à l'essai n'implique pas nécessairement la permanence, mais elle suppose que l'université en envisage sérieusement la possibilité.
- A2. Dans le cas des professeurs qui débutent, l'intérêt de l'université exige que la période d'essai ne soit pas inférieure à deux ans, et il est de l'intérêt du professeur qu'elle ne dépasse pas cinq ans. Les nominations à l'essai peuvent être renouvelées, sans toutefois dépasser une durée totale de cinq ans. En déterminant la longueur de la période d'essai, il convient de tenir compte des années d'enseignement à plein temps accomplies à l'université, incluant les périodes de nomination à terme et tenir compte dans une certaine mesure des années d'enseignement à temps complet à d'autres établissements d'enseignement supérieur.

account should be taken of full-time academic service at other universities.

- A3. Tenure may be granted to experienced faculty members without probationary service at all. In any event, probationary appointment at the rank of Associate Professor or above should not exceed two years. A probationary appointment to a rank at or below that of Assistant Professor should not exceed five years, regardless of the rank or ranks in which the candidate has served.
- A4. Notice that a first probationary appointment of two years will not be renewed should be given not later than November 1st in the second year. Notice in a longer probationary appointment should be given not later than one year before the appointment is to terminate. At the end of the fourth year, at the latest, the Dean of the candidate's faculty should tell him either that he has tenure or that at the end of the fifth year he will not be offered any further appointment.

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- A3. Les professeurs qui ont fait leurs preuves ailleurs peuvent être nommés immédiatement à titre permanent. De toute façon, une nomination à titre d'essai ne doit pas dépasser deux ans dans le cas d'un professeur agrégé ou titulaire et cinq ans dans le cas d'un professeur adjoint ou d'un professeur de rang inférieur à celui de professeur adjoint et cela quels que soient les antécédents des intéressés.
- A4. Dans le cas où une nomination de deux ans ne doit pas être renouvelée, l'intéressé doit en être avisé au plus tard le 1^{er} novembre de la deuxième année. Le délai de préavis doit être porté à une année entière lorsque la nomination est faite pour plus de deux ans. Au terme de la quatrième année au plus tard, le doyen doit aviser l'intéressé soit qu'il jouit désormais de la permanence, soit que sa nomination ne sera pas renouvelée au terme de la cinquième année.
- A5. L'accession à la permanence représente vraisemblablement l'étape la plus importante dans les rapports du professeur et de l'université. Elle ne doit se faire qu'après une étude attentive du dossier de l'intéressé et avec l'aide de ceux qui, enseignant la

A5. The conferring of tenure is likely to be the most important step in the relations between the university and the faculty member. It should be decided upon only through careful discussion, and the special authority of those within a discipline to judge competence in it should be recognized. The decision should be the responsibility of a committee that should be established by elective procedures. In determining the composition of the committee, regard should be had to:

- (a) participation of some tenured and untenured members of the Department, who should ordinarily constitute the majority of the committee; and, if necessary, one or more members in the same discipline from other universities to ensure that the majority of the committee has the special authority of those within a discipline to judge competence in it;
 - (b) participation of some tenured members of cognate departments;
 - (c) participation of the Department Head and Dean.
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même discipline, sont en mesure de juger de sa compétence. La décision finale ne devrait être prise que sur la recommandation d'un comité élu comprenant:

- (a) des membres du département ayant et n'ayant pas la permanence et constituant normalement la majorité du comité; le cas échéant leur seraient adjoints un ou plusieurs professeurs de la même discipline dans une autre université pour faire en sorte que le comité soit composé dans sa majorité des membres capables de juger de la compétence de l'intéressé dans sa spécialité;
 - (b) des membres de départements apparentés ayant la permanence;
 - (c) le doyen et le directeur du département.
- A6. Le comité convoque l'intéressé pour une entrevue après s'être livré à un examen approfondi de son dossier et avoir pris connaissance des divergences de vue à son sujet au sein du département.

- A6. The tenure committee should interview the candidate after study of a complete record of his qualifications, and in full knowledge of any differences of opinion about him in his Department.
- A7. In considering grounds for granting tenure, the committee should have regard, among other things, to:
- (a) scholarship, as exemplified in teaching and research;
 - (b) the fact that it is desirable for untenured faculty members to have freedom to criticize the university and to take controversial stands on public issues.
- A8. If the committee proposes to recommend that tenure be denied, it should, before making a formal recommendation, so notify the candidate in writing and give him a written statement of the reasons for the proposed recommendation. The candidate should then have the right to meet with the committee and discuss the reasons, before a recommendation is arrived at. The recommendation so reached should be final.
- (Note: The fact that the decision is final should not preclude the possibility of appeal to a grievance committee of the senate, the faculty association, or the C.A.U.T.)
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- A7. Avant de recommander la nomination d'un professeur à titre permanent, le comité doit considérer entre autres:
- (a) la valeur professionnelle de l'intéressé, telle qu'elle se manifeste dans son enseignement et dans ses recherches;
 - (b) l'intérêt qu'il y a à ce que les enseignants nommés à terme aient un statut qui leur permette de critiquer l'université et de prendre part à des controverses sur des questions d'intérêt public.

- A8. Si le comité, après mûre délibération, conclut au rejet d'une nomination permanente, il avise l'intéressé par écrit de sa décision et de ses motifs. L'intéressé a le droit de demander que le Comité tienne une nouvelle séance pour lui permettre de présenter ses observations. Après l'avoir entendu, le comité peut examiner à nouveau sa propre recommandation qui devient alors définitive.

(N.B. — Le caractère définitif de la décision du comité n'exclut pas l'appel devant un comité des griefs nommé par le sénat, ou devant l'association des professeurs ou encore l'A.C.P.U.)

- A9. The granting of tenure should be made the subject of formal and immediate notice to the faculty member concerned, by the university.

B. Appointments for Contractually Limited Terms

- B1. Contracts for limited terms are undesirable except for special purposes and should not be substituted for probationary appointments.
- B2. The length of a limited term should be clearly stated in writing.
- B3. If the contract is renewable, the university should advise the candidate whether or not it proposes to renew the contract not later than the first day of February in the academic year in which the contract ends, if the contract is for a year or less; and not later than the first day of November if the contract is for more than one year. In any event, every effort should be made to notify the candidate of a non-renewal early enough that he may investigate other opportunities for appointments.

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- A9. Si la décision du comité est que le professeur doit être nommé à titre permanent, celui-ci doit en être avisé immédiatement et par écrit par l'université.

B. Nominations pour une durée limitée par contrat.

- B1. Les contrats de durée limitée ne sont pas désirables, sauf dans des cas très particuliers, et ne doivent pas prendre la place de nominations à titre d'essai.
- B2. La durée prévue doit être précisée par écrit.
- B3. Si le contrat est renouvelable, l'université avise l'intéressé de ses intentions le 1^{er} février au plus tard de l'année universitaire au terme de laquelle le contrat prend fin, lorsque la durée du contrat est d'un an ou moins. Si le contrat est de plus d'un an, la date de préavis est avancée au 1^{er} novembre de la dernière année universitaire. De toute façon, l'université doit faire tout son possible pour qu'en cas de non-renouvellement, l'intéressé soit prévenu assez tôt pour entreprendre des démarches nécessaires à l'obtention d'une nouvelle situation.

C. Dismissal Procedures and Suspension

- C1. The appointment of a faculty member having tenure should be terminated only upon proof of adequate cause before an arbitration committee which is constituted in accordance with the following principles. The appointment of a faculty member on probation or with an otherwise limited term should be terminated at any time other than that specified only in accordance with the same arbitration procedure.
- C2. If "adequate cause" is to be defined, it might be said to mean, or to include, gross misconduct or persistent neglect of a professor's duty to his students or his discipline. A definition here would only substitute one set of general words for another. The real meaning of either "adequate cause" or any substituted phrases can only be reached in the context of a particular case, and the important thing is to ensure that a procedure is followed that will permit dispassionate consideration of "cause" established by the evidence. For example, it must be recognized that academic neglect may be difficult to establish in many

C. Procédures de révocation et la suspension

- C1. La nomination d'un professeur à titre permanent ne doit être annulée que pour des raisons valables présentées à un comité d'arbitrage constitué suivant les principes énoncés plus loin. Une nomination à l'essai pour une durée limitée ne peut prendre fin avant la date prévue que si la procédure d'arbitrage est d'abord appliquée.
- C2. Pour bien définir ce qu'on entend par « raisons valables », on pourrait dire qu'il s'agit d'immoralité ou de négligences répétées à l'égard de sa profession ou de ses étudiants. Mais toute définition tend à remplacer une suite de termes généraux par une autre. Le vrai sens de « raisons valables » ou d'une expression jugée équivalente ne peut être saisi que dans le contexte d'un cas particulier. L'essentiel est de s'assurer que la procédure suivie permettra d'établir objectivement la validité des motifs. Cela peut être difficile, par exemple, dans le cas de négligences d'ordre professionnel, et un comité d'arbitrage qui aurait à en juger devrait comprendre des professeurs enseignant la même discipline que l'intéressé dans d'autres universités.

cases, and an arbitration committee considering such a criterion would have to consist of professors in the discipline in question from another university.

- C3. Physical or emotional inability to carry out reasonable duties ought to be treated separately from dismissal cases. A person so afflicted should probably be granted leave in some form.
 - C4. When the President of the university and the Dean of the faculty concerned are satisfied that there is adequate cause to justify their recommending that a faculty member should be dismissed, the President and Dean should forthwith notify the member that they intend so to recommend, and they should invite the member to meet with them in the presence of his department Head, if there is one, and a disinterested professor having tenure who is acceptable to the Dean and the member. In this and all further proceedings, the member should be permitted to bring and be assisted by an adviser of his choice.
 - C5. If the attempt to settle the matter fails, the President should inform the member in writing of the charges against him in sufficient detail to enable him to prepare his defense.
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- C3. Il conviendrait de traiter à part les cas où l'intéressé est physiquement ou moralement incapable de remplir normalement ses fonctions. Un enseignant ainsi affligé devrait plutôt obtenir un congé sous une forme quelconque.
- C4. Quand le recteur de l'université et le doyen de la faculté sont convaincus que la révocation est justifiée, ils doivent immédiatement en aviser le professeur et l'inviter à les rencontrer en présence du directeur de son département, s'il y en a un, et d'un professeur nommé à titre permanent, dont l'impartialité est reconnue, et qui n'est récusé ni par le doyen ni par le professeur incriminé. En cette occasion et dans d'autres rencontres du même genre, le professeur a le droit d'être assisté de quelqu'un qui l'aide à présenter sa défense.
- C5. Si cette entrevue n'aboutit pas, le recteur doit aviser le professeur par écrit des accusations portées contre lui. Il doit le faire d'une façon suffisamment détaillée pour que le professeur incriminé puisse se mettre en mesure d'y répondre.
- C6. Le recteur et le doyen doivent rencontrer le professeur pour choisir avec lui un comité d'arbitrage formé de trois professeurs

- C6. The President and the Dean should meet with the member and they should jointly name an arbitration committee of three professors from outside the university, who should be authorized to consider whether adequate cause exists. If they decide that there is no adequate cause, they should award reinstatement of the faculty member. If they decide that there is cause, they should award dismissal or such other remedy as they see fit, and they may include in their award that, notwithstanding the dismissal, the faculty member's salary and the university's contribution to his pension be continued for a period not exceeding one year from the date of dismissal.
- C7. At the time the procedures are adopted, a person of unquestioned integrity and independence from outside the university should be appointed jointly by the university and the faculty association, to name the arbitration committee, if the President, Dean, and faculty member are unable to agree on one. Care should be taken to see that this post is always filled, so that it will not be necessary to fill it in a time of crisis. Should the post be vacant when the President has charged a faculty member
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n'appartenant pas à l'université et chargé de se prononcer sur la validité des raisons alléguées. Si le comité estime qu'il n'y a pas de raisons valables, il doit prononcer la réintégration du professeur. Dans le cas contraire, il doit prononcer son renvoi ou proposer les mesures qu'il juge appropriées. Le comité peut également recommander que, nonobstant le renvoi, le traitement du professeur et la contribution de l'université à sa caisse de retraite continuent à être versés pendant une période qui ne dépasse pas une année à partir de la date de révocation.

- C7. A l'époque où le règlement sera adopté, l'université et l'association des professeurs désigneront, en dehors de l'université, quelqu'un dont l'intégrité et l'indépendance sont au-dessus de tout soupçon et qui sera chargé de choisir le comité d'arbitrage dans les cas où le recteur, le doyen et l'intéressé ne parviendraient pas à se mettre d'accord pour choisir ce comité. Il est important que ce poste soit toujours rempli pour éviter d'être pris au dépourvu quand un cas se présente. Si le poste se trouve vacant au moment où une procédure de renvoi est engagée, il devra être pourvu par les soins de l'université et

in writing, it should be filled by the joint selection of the university and the faculty association.

- C8. (a) The arbitration committee should notify all persons concerned of the time and place at which they intend to hear the parties.
- (b) Both parties should have the right to appear in person, with or without counsel or other advisers, and to examine and cross-examine witnesses. A complete transcript of the committee's proceedings should be kept, at the university's expense, and a copy provided to each of the parties concerned. The arbitration committee should record in writing its findings of fact and its opinion of the adequacy of cause.
- (c) If the arbitration committee is of the opinion that adequate cause has not been proved, the parties and all persons present at the hearing should treat everything that was discussed or disclosed at the hearing with the utmost confidence. The findings and opinion of the committee should be final and binding on the member and the university, subject to any provisions of applicable provincial legislation.
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de l'association des professeurs qui choisiront ensemble le titulaire.

- C8. (1) Le comité d'arbitrage doit avertir tous les intéressés du jour et du lieu prévus pour ses séances.
- (2) Les deux parties en présence ont le droit de comparaître en personne, assistées ou non de leurs avocats ou autres conseillers, et de procéder à l'interrogatoire et au contre-interrogatoire des témoins. Il doit être tenu procès-verbal des séances aux frais de l'université. Chaque partie en reçoit un exemplaire. Le comité d'arbitrage est tenu de soumettre par écrit l'exposé des faits et ses conclusions.
- (3) Si le comité estime que les motifs de révocation ne sont pas valables, les parties en présence et tous ceux qui ont assisté aux séances doivent s'abstenir de divulguer ce qui a été dit. Les conclusions et le verdict du comité sont sans appel, compte tenu de la législation provinciale dans ce domaine.

- C9. The president of a university may, by written notice for stated cause, relieve a faculty member of some or all of his university duties and withdraw some or all of his university privileges, provided that dismissal or other procedures to determine the propriety of such action have already been initiated or are initiated simultaneously. The suspension should terminate with the conclusion of the dismissal or other proceedings, or at such earlier time as the president may deem appropriate. The stated cause must involve an immediate threat to the functioning of the university, or to any member of the university. Salary and other benefits should continue throughout the period of suspension.

D. Grievances not involving Dismissal or Suspension

- D1. A faculty member who believes that he has been unreasonably denied a promotion or an increase in salary or both should be entitled to appeal to the Dean of his faculty, who should forthwith invoke a tenure committee to report on the matter in the manner described in Section A above.

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- C9. Le recteur d'une université peut, en spécifiant par écrit le motif précis, relever un membre du corps professoral de quelques-unes ou de toutes ses fonctions universitaires pourvu que l'on ait déjà entamé, ou que l'on entame simultanément, des procédures conduisant à la révocation ou à l'établissement de la justesse d'une telle mesure. La suspension des fonctions universitaires devrait prendre fin soit avec la conclusion des procédures de révocation ou d'une autre cause, soit à tout autre moment antérieur si le recteur le juge opportun. L'énoncé du motif doit inclure une allégation de danger imminent pour le fonctionnement de l'université ou pour tout membre de la communauté universitaire. Le traitement et les autres avantages du professeur devraient lui être assurés pendant toute la durée de la suspension.

D. Grievs autres que la révocation ou la suspension

- D1. Tout professeur qui estime avoir été injustement privé d'une promotion ou d'une augmentation de traitement ou des deux à la fois, a le droit de faire appel devant le doyen de sa faculté qui doit immédiatement transmettre sa plainte à un comité de

- D2. Where a faculty member believes that he has been otherwise unreasonably discriminated against by the Head of his department or his Dean, or by any university administrator, he should be entitled to have his claim adjudicated by an arbitration committee selected in the manner prescribed for dismissal investigations in Section C above, except that the committee may be composed of professors within the university.

E. *Prospective Operation*

- E1. In the ordinary case new rules adopted along the lines of this guide should be made only prospective in operation. Unless great care is taken to see what effect they would have if applied retroactively, they should not be made expressly retroactive. Where the new rules work to the benefit of a faculty member, and he asks to have them apply to him, consideration should be given to his request.

nominations permanentes suivant la procédure exposée à la Section A.

- D2. Si un professeur estime qu'il a été traité injustement par le directeur de son département, par son doyen ou par un administrateur quelconque de l'université, il a le droit de demander l'arbitrage d'un comité nommé suivant la procédure de révocation exposée à la Section C, à cette réserve près que le comité peut alors être formé de professeurs choisis au sein de l'université.

E. *Mode d'application de nouveaux règlements.*

- E1. Normalement, une nouvelle réglementation adoptée dans le cadre de ce qui précède ne dispose que pour l'avenir. Elle ne doit être rétroactive qu'en connaissance de cause. Là où les nouveaux règlements sont à l'avantage d'un professeur et où celui-ci en sollicite l'application, sa demande doit être prise en considération.

ÉNONCÉ DE L'A.C.P.U. SUR LE RECOURS À L'INJONCTION

(Cet énoncé a été rédigé en juin 1969 et approuvé par le Conseil lors de la réunion de novembre 1969. Il s'agit donc d'une position officielle de l'Association.)

L'université devrait recourir à l'injonction contre un quelconque membre de son personnel seulement lorsque la violence apparaît imminente, lorsque les éléments de la situation en présence indiquent clairement un danger au bon fonctionnement de l'université. Le recours à l'injonction ne doit constituer qu'une mesure temporaire, période durant laquelle l'université procède à la mise sur pied de procédures en bonne et due forme.

C.A.U.T. POLICY STATEMENT ON USE OF COURT INJUNCTIONS

(This policy statement was prepared in June 1969 and adopted by Council in November 1969. It becomes thereby official Association policy.)

Court injunctions should not be sought by the university against any of its members except where there is imminent violence or a clear and present danger to the functioning of the university, and then only as a temporary measure pending the outcome of acceptable formal procedures within the university.

NOTES SUR LA RÉUNION DU CONSEIL, NOVEMBRE 1969

- Le Conseil approuve la réaffiliation de l'Association des professeurs de l'Université Laval à l'A.C.P.U. Le délégué de l'A.P.U.L. est invité à prendre son siège au Conseil.
Le Conseil admet l'association tripartite des professeurs des collèges militaires du Canada comme membre affilié mais remet à la réunion du printemps l'adhésion de l'University of Prince Edward Island Faculty Association.
- Le comité de la liberté universitaire et de la permanence de l'emploi soumet un bref compte rendu de l'affaire Strax et dépose devant le Conseil les modifications à l'énoncé de principes relatif à la nomination des professeurs. Le Conseil adopte la déclaration de l'A.C.P.U. sur le recours aux tribunaux.
- Le secrétaire général invite les membres à commenter le rapport provisoire sur Simon Fraser University. M. Martin Loney, président de l'U.C.E., reçoit l'autorisation de s'adresser au Conseil sur cette question.
- Le professeur B. Dunlop transmet au Conseil la résolution suivante du comité de la liberté universitaire:
le comité de la liberté universitaire et de la permanence de l'emploi de l'A.C.P.U. annonce aujourd'hui la création d'un comité officiel composé de trois membres qui enquêteront sur le cas du professeur Santhanam de Loyola College. Le comité mènera son enquête auprès des administrateurs concernés et du corps professoral, en particulier les membres du département de physique, le sénat et le comité des promotions et de la permanence (C.A.R.T.). Ce comité d'enquête officiel soumettra ses conclusions au Loyola College et au Conseil de l'A.C.P.U.
- Le professeur R. Y. Huang, président de l'U.G.A.P.U.O. est invité à s'adresser au Conseil et il expose les objectifs et les réalisations de son organisme.
- Les membres du Conseil se divisent en ateliers pour discuter du projet de revision des statuts de l'A.C.P.U. Chaque atelier soumet à l'assemblée plénière les résultats de la discussion.
- Le président fait rapport sur une réunion conjointe de l'A.U.C.C. et l'A.C.P.U. portant sur l'énoncé de principes de l'A.C.P.U. relatif à

la nomination des professeurs et la permanence de l'emploi. M. G. C. Andrew, directeur général de l'A.U.C.C., est invité à adresser la parole au Conseil.

- Le professeur A. Monahan soumet un rapport intérimaire sur les activités du comité de planification de l'A.C.P.U.
- Le professeur G. Rosenbluth présente un rapport détaillé sur les traitements. L'ancien comité des traitements devient le comité des avantages sociaux et s'occupera à la fois des traitements et des avantages supplémentaires des professeurs du Canada.
- Le professeur E. Monahan, directeur du *Bulletin de l'A.C.P.U.*, annonce les changements des dates de publication.
- Le trésorier soumet un rapport vérifié accompagné du rapport du vérificateur comptable. Le Conseil appuie la recommandation proposant que tout décaissement du fonds de réserve pour la défense de la liberté universitaire exige l'autorisation d'un comité composé du président, du secrétaire général et du trésorier.
- Le Conseil appuie à l'unanimité la proposition d'instituer un prix spécial à la mémoire du professeur J. B. Milner.
- Le Conseil se répartit en trois ateliers pour étudier les problèmes relatifs à la liberté universitaire et à la permanence de l'emploi, aux rapports étudiants-enseignants et aux questions de déontologie universitaire.
- Le Conseil accepte deux propositions:
 1. que le Bureau de direction institue un comité pour étudier le problème des membres de l'A.C.P.U. et recommander aux associations des directives quant aux catégories de membres du personnel de l'université susceptibles de devenir membres d'une association locale;
 2. que le Bureau de direction soit autorisé à étudier le livre blanc sur la fiscalité et à se prononcer s'il y a lieu.

W. M. D.

THE MILNER MEMORIAL AWARD

(The decision to institute this memorial award was taken in June 1969 and unanimously approved by Council at the November 1969 meeting.)

- 1) A suitable statement should be prepared on the occasion and purpose of this award (i.e., the remarkable contribution made by Professor Milner to the C.A.U.T. and to the entire Canadian academic community in the service of academic freedom, and the intention of C.A.U.T. to honour that service through the Milner Memorial Award).
- 2) C.A.U.T. will institute an award, to be called the Milner Memorial Award, to be made for service to the cause of academic freedom. The award should take the form of a medal or scroll, and should be accompanied by suitable publicity. C.A.U.T. should undertake to pay expenses for the recipient (and wife/husband) to attend the C.A.U.T. banquet.
- 3) Presentation of the Award should be made at the time of the banquet at the Spring Council Meeting of C.A.U.T., preferably with an address (20-30 minutes) by the recipient, which should then be published in the *C.A.U.T. Bulletin*.
- 4) The Award will be made on recommendation of the Academic Freedom and Tenure Committee to the Executive and Finance Committee of C.A.U.T.
- 5) Member Associations and other groups and individuals shall be encouraged to contribute nominations for the Award to the Academic Freedom and Tenure Committee.
- 6) The Award will be given no more often than once annually, and only when a suitable candidate is available.
- 7) Eligibility for the Award should be advertised as completely open: it may be given to a faculty member, a university administrator, a student, a member of government at the provincial or federal level, etc.
- 8) The criteria for the Award must of necessity remain rather broad. The Award is to be made for a distinguished contribution to the cause of academic freedom, and might therefore be based either on actions undertaken on behalf of academic freedom, or on writings which contribute significantly to an understanding and strengthening of academic freedom in the Canadian community.

LE PRIX À LA MÉMOIRE DE Me J. MILNER

(La décision d'instituer ce prix fut prise en juin 1969 et appuyée à l'unanimité par le Conseil à la réunion de novembre 1969.)

- 1) On rédigera un exposé approprié précisant l'occasion et les raisons de l'attribution de ce prix (i.e. la contribution particulière de Me James Milner à l'Association canadienne et à la communauté universitaire du Canada entier au service de la cause de la liberté universitaire et également l'intention qu'entretient l'Association canadienne d'honorer ce témoignage par un hommage spécial à la mémoire de J. Milner).
- 2) L'Association canadienne instituera un prix, désigné sous le nom de Prix Milner, et qui sera destiné à rendre hommage à tout service pour la cause de la liberté universitaire. Ce prix sera offert sous la forme de décoration ou parchemin et devra recevoir toute la publicité nécessaire et convenable. L'Association canadienne prendra à sa charge les dépenses du récipiendaire (et de son conjoint) encourues par sa présence au banquet de l'Association canadienne.
- 3) La remise du prix sera faite pendant le banquet lors de la tenue de la réunion du Conseil du printemps. Le récipiendaire donnera une allocution (20 à 30 minutes) qui sera par la suite publiée dans le *Bulletin de l'A.C.P.U.*
- 4) L'attribution du prix sera autorisée par le Bureau de direction sur la recommandation du comité de la liberté universitaire et de la permanence de l'emploi.
- 5) Les associations affiliées, d'autres groupes et personnes seront appelés à fournir au comité de la liberté universitaire et de la permanence de l'emploi les noms de candidats susceptibles de recevoir ce prix.
- 6) Le prix ne sera décerné qu'une fois par année et uniquement lorsqu'un candidat convenable aura été agréé.
- 7) L'éligibilité à la réception de ce prix sera ouverte à tous: le récipiendaire peut être un membre du corps professoral, un membre de l'administration universitaire, un étudiant, un membre des différents gouvernements du Canada, etc.
- 8) Il est nécessaire que les critères qui règlent le choix demeurent très souples. Le prix est destiné à honorer toute personne qui s'est distinguée dans la défense de la liberté universitaire et on pourra prendre en considération soit les initiatives entreprises en faveur de la liberté universitaire soit des écrits qui contribuent à un approfondissement et à la promotion de la liberté universitaire au Canada.

CONTINUING TO FINANCE THE C.A.U.T.

Arthur P. Monahan

Some five years ago an article appeared in the *C.A.U.T. Bulletin* to which the present one can be considered a sequel.¹ The purpose of the earlier article was twofold: to offer basic facts concerning the way in which C.A.U.T. monies were received and spent, and to argue that such facts were justifiable in the context of C.A.U.T. activities. A comparable purpose may be seen today.

It can be said at once that improvements in C.A.U.T.'s financial affairs have been achieved by 1969 which were just slightly beyond the wildest expectations of Association treasurers only a few years ago. One of the most important of these has been progress in standardizing methods of fees payments into the Central Office. Perfection in this respect has yet to be achieved, of course. But earlier 'systems' of income receipts which rarely afforded the Treasurer any knowledge of either the 'when' or the 'how much' of fees remissions from local associations have disappeared; and it is now possible to make a reasonable estimate of overall income from fees, and possible also to predict with some accuracy when fees actually will be received.

Many — I would like to be able to say all — local associations now have a fees collection system whereby faculty association fees are deducted on a regular basis by their university's business office. Some even have arrangements whereby the university business office remits funds directly and regularly to C.A.U.T. The efficiency of such a system, and its consequent desirability, require no comment.

The projection of membership in C.A.U.T. for the academic year 1969-70 is some 12,700 faculty members of Canadian universities, a figure based on two assumptions: 1) that overall faculty numbers in Canadian universities will increase approximately 8% over the total for last year; 2) that faculty membership in C.A.U.T. in 1969-70 will remain at approximately the same percentage of total faculty numbers achieved last year — approximately 80%. Some comparable figures may be of interest on this point. C.A.U.T. membership in 1959-60 was 2,650; in 1963-64 it was 5,800; in 1969-70 (projected) it will be 12,700. There has been a numerical increase in membership, then, in the ten-year period

¹ Edward J. Monahan, "Financing the C.A.U.T.", *C.A.U.T. Bulletin* 13, 2 (January, 1965), 33-36.

1959-69 of more than 10,000; and in the six-year period 1963-69 of almost 7,000. The percentage increase, considering total faculty numbers as 100%, shows an increase in the last six years of roughly 10%, with some 70% of eligible faculty enrolled in C.A.U.T. in 1963, and some 80% of eligible faculty presently enrolled.

There is ground for considerable satisfaction in the fact that, as a voluntary association of Canadian university faculty, C.A.U.T. has succeeded in enrolling some four out of every five of those eligible to join. The ideal, of course, is still in the future, and further efforts to increase membership are neither inadvisable or unnecessary.

Revenues from membership fees—the only significant source of revenue—have increased correspondingly over the past ten years. In 1959-60 fees income was some \$27,000; in 1963-64 it was \$59,000; and the figure for 1969-70 is \$274,000. These figures show an increase in annual income of some \$247,000 over the last ten years, and of some \$215,000 in the last six years. Present income levels reflect two significant factors in the comparison with earlier figures: 1) the large increase numerically in membership; 2) the increased fees structure implemented in June, 1965 and in June, 1967 which has a small escalation feature built directly into it.

Expenditures also reflect the kind of 'progress' seen in the income figures. In 1959-60 expenditures were \$29,500; in 1963-64 they were \$61,500; in 1969-70 they are budgeted to be some \$269,000. In the past ten years, then, annual expenditures have increased by some \$240,000; and in the past six years by some \$207,000. Unquestionably, expenditures have expanded to meet the increase in revenue; and to put the matter simply: C.A.U.T. is no wealthier now than it was ten years ago in terms of money in the bank, a tenfold increase in annual income notwithstanding, although certainly its standard of operation and service is vastly improved.

There are five major and regular categories of expenditure in C.A.U.T. activity: Central Office personnel; Central Office facilities—rent, supplies, equipment, phone, etc.; publications; committee activities; meetings of C.A.U.T. Council (which includes travel subsidy and rental of facilities). With the exception of the last mentioned, each of the five has developed dramatically in recent years.

Central Office personnel costs in 1959-60 were \$16,000; in 1963-64 they were \$30,000; for the present year they will be \$133,000 (including salaries, sabbatical leave fund, pensions and insurance). Ten years ago

these costs represented 59% of annual expenditures; today they represent 49%, still by far the largest single item of expenditure. Ten years ago the Central Office was staffed by two persons: an Executive Secretary and one full-time secretary. Today the Association has a complement of nine full-time persons in the Central Office: four members of the professional staff: Executive Secretary, two Associate Executive Secretaries and a Research Officer; and a secretarial staff of five.

Expansion of office facilities necessarily has taken place to accommodate the increased number of personnel, and there has been a corresponding increase in expenses. Office expenditures this year covering tenancy, supplies and equipment are set at \$25,000, of which \$11,600 is the figure for rental of the greatly expanded office facilities occupied at the beginning of this year. Another item grouped under office expenses, and one which expresses dramatically the activities as well as the expenses of C.A.U.T., is telephone. Last year this single item cost the Association more than \$6,000; this year's budget sets the figure at \$8,000.

Publication of the *Bulletin* is budgeted this year for \$26,000. The figure for *Bulletin* costs ten years ago was \$3,480; and in 1963-64 it was \$10,000. The two meetings of C.A.U.T. Council this year will cost about \$9,000, two-thirds of which will go for travel subsidy for delegates attending these meetings.

The second largest general category of expenses relates to the activities of C.A.U.T. committees, principally the Executive and Finance Committee and the Academic Freedom and Tenure Committee. Such expenses involve only travel and accommodation costs for committee members; but these are understandably high for well-manned and very active committees which bring together members from across Canada. The E. and F. Committee normally meets at least four times annually — last year it met six times — and the A.F. & T. Committee has increased its activities tremendously in recent years, without any indication of weakening in sight. It scarcely needs to be pointed out in this connection that the A.F. & T. Committee does not seek out its tasks; it has them thrust upon it. Committee expenses for this year — covering travel and personal accommodations costs only — will be in the order of \$31,000; and another \$4,000 has been allocated to travel expenses for Central Office staff in connection with their responsibilities outside committee work.

A comment is in order also on the reserve position of Association finances. The context for such comment can be given by citing a statement of the Association Treasurer of five years ago:

During the period from 1959 to 1964, the C.A.U.T. Reserve Fund rose from \$13,660 to \$28,943; but it has not been added to since 1961. At the time the National Office was established, a decision was made to develop a reserve fund equivalent to one year's operating expenses for the Association. While annual operating expenses have more than doubled since that time, the reserve has not yet attained the figure of the annual operating expenses for the first year of that period. The ideal — a reserve equal to a year's operation — remains an important C.A.U.T. objective. If it is even to be approached, there should be an annual surplus in each of the next three years.²

The C.A.U.T. Reserve Fund has not been added to substantially since 1964. Present reserves show bond holdings of \$38,000, of which \$10,000 were purchased in 1966; and *no additions* of this type of reserve have been made in the last three years. The reserve position of the Association, then, is still far from that advocated when the Central Office was established; a reserve fund equivalent to one year's operating expenses. Indeed; the Association is much further away from this ideal now than it ever has been in the past; and the ideal progressively recedes as the operating budget increases and no substantial additions are made to reserves. Present income and expenditure levels do not make possible any substantial addition to reserves.

It should be noted also that an Academic Freedom Defence Fund of \$15,000 was established by a resolution of the C.A.U.T. Council in November, 1968, and that this can be seen as a specific allocation of reserve funds. Further, allocations in earlier budgets for purposes of establishing a terminal or sabbatical leave fund for professional members of the Central Office staff can be seen also as commitment of reserves and if these two items are lumped together, they show that existing reserves are, in a sense, totally committed now. The present budget shows a figure of \$4,000 for the Academic Freedom Defence Fund, and therefore simply brings the Fund back up to the original amount voted by Council. This year's budget also shows an item of \$20,000 for Sabbatical (terminal) Leave. This is the first year during which actual payments are being made on this account; and such expenditures will increase appreciably next year when two members of the professional staff will be on terminal leave.

The implications from these facts are clear. If Association reserves are to be built up, either present revenues will have to be increased or present levels of expenditures curtailed, or both. If present expenditures are curtailed, present services of the Association must be cut back in

² *Art. cit.*, pp. 35-6.

some way — and I, for one, cannot see the rationale in this. In my judgment, anyone familiar with the operation of the C.A.U.T. Central Office, its professional and secretarial staff, and with the committee activities of the Association must conclude both that our present personnel and faculties are efficiently used, and that services rendered by them no more than meet the expressed needs of the Association and the members.

If present revenues are to be increased, either or both of two possibilities can be pursued. Either the membership can be increased — which, theoretically could result in a 20% increase in revenues — some \$54,000 at present fees level at the maximum — or an increase in fees could be made. These are the options to be considered as a function of any determination to improve significantly the reserve position of the Association; and in my view this is the single item relating to C.A.U.T. finances most warranting consideration.

In conclusion, may I quote again from earlier remarks by an Association Treasurer, remarks which, in my judgment, are as valid today as they were when made five years ago:

I am convinced that C.A.U.T. members receive excellent service from the Association in return for the very modest annual membership fee. I am equally convinced that a substantial increase in revenues is necessary if C.A.U.T. is properly to serve the expanding Canadian university community. When the annual fee is compared with that levied by other Canadian professional associations, the modesty of its size is striking. Even with the increase to \$14 per annum, the C.A.U.T. membership fee is less than that of any other Canadian professional association having a permanent staff, and substantially less. I am confident that all C.A.U.T. members will support the present fee increase and thereby assist our Association in continuing to expand and improve the services rendered the members.³

Arthur P. Monahan,
Treasurer, C.A.U.T.

³ *Art. cit.*, p. 36.

REPORT ON THE SIMON FRASER UNIVERSITY DISPUTE

This is the revised and updated report on the Simon Fraser University dispute. It was submitted to the C.A.U.T. Council at the November 1969 meeting and received for information purposes.

The present conflict at Simon Fraser University, which led to the strike within the Political Science, Sociology and Anthropology (PSA) Department, has a complex background. Considerations of time and of space require that only its essential outline be presented here. Formed as an "experimental" department from the time of the opening of Simon Fraser, PSA appears to have occasioned a fair amount of comment, both of praise and of concern: praise for its superiority over "conventional" departments in its field, and concern for its possible sacrifice of academic integrity in favour of ideological commitment. Various members of the SFU administration have expressed great concern about the operation of PSA, especially during this last academic year. This concern was not limited to the administration, apparently: on 6 May 1969 the SFU Faculty Association Executive requested the Acting President of SFU to order an investigation of four allegations concerning PSA: (a) undergraduate student participation on graduate supervisory committees; (b) voting on grades by students enrolled in some PSA classes; (c) opening of confidential faculty files to students and others; (d) possible misuse of budget monies in PSA. This investigation seems not to have taken place; the allegations went unanswered, but the atmosphere of suspicion and distrust remained.

In June, four members of the PSA Department, including the member elected by the department as Acting Chairman for the summer trimester, presented a paper appealing to colleagues to abandon the "politics of confrontation," and to de-emphasize ideological unity. The specific proposals outlined in the paper were rejected by a majority vote of the department as an unnecessary compromise. The Acting Chairman resigned, and the Chairman of the previous semester, Professor Mordecai Briemberg, was acclaimed chairman. Professor Briemberg claims that he had originally been elected for a 2-year term (he was on research semester during the summer trimester); later it was claimed by the Administration that all elections were subject to ratification or renewal each semester during the period of adopting new procedures for elective departmental chairmen. The Dean of Arts on 10 July 1969 announced that he was

not willing to accept Professor Briemberg as Acting Chairman because the Dean lacked "confidence in his administrative ability," and because Professor Briemberg was "unwilling to commit himself to abide by university policies and procedures and urge PSA to do so until such time as those policies which PSA disagreed with could be changed through the established procedures for change." The Department was asked to nominate another candidate for the chairmanship, or alternatively to nominate 2 persons to sit on a Faculty of Arts Trusteeship of the Department together with the Dean and 2 of his nominees. The trusteeship, presumably, was to undertake a "critical reassessment of the administrative organization, procedures and responsibilities of PSA and to present them for approval under existing university regulations."

The PSA Department rejected both of these proposals, re-affirming their confidence in Professor Briemberg's chairmanship, and requesting that more specific charges be brought forward to substantiate the Dean's loss of confidence in the PSA administrative organization. To the best of our knowledge, the Dean has not responded to this request. However, the Dean states that he had a private 2-hour conference with Professor Briemberg, who, he alleges, threatened libel action should the Dean make public allegations.

On 14 July, the Dean recommended to the President the establishment of a 5-man trusteeship for PSA, and urged PSA to name 2 members. PSA again rejected this proposal. On 22 July, 5 trustees were named by the President. Of these 5, 4 were Arts faculty members from outside the PSA Department. The fifth, Professor T. Bottomore, had been the first Head of the PSA Department, but had left SFU almost two years before, and was teaching at the University of Sussex. It was announced by the administration that Professor Bottomore would return to the SFU campus, presumably during the summer, and he is listed as a member of the Department, part-time; later Professor Bottomore stated that he was not in fact planning to return. The PSA Department was administered under the trusteeship (up to 14 October) under the continuing sharp protests of most members of the Department.

A basic element in the dispute between PSA and other parts of the SFU community was the long-standing disagreement on procedures governing recommendations on faculty renewals, promotions, and tenure. Under the provisions of the University's Academic Freedom and Tenure Brief (as modified by a "statement of intent" ratified by the Faculty Association and the Board of Governors on 19 September 1968), each department was to name a departmental tenure committee of 6 members,

two from each professorial rank. Departures from this pattern required approval of the 7-man University Tenure Committee (2 faculty members elected by each of the 3 SFU faculties, plus the Academic Vice-President as non-voting chairman). The University Tenure Committee (UTC) on 25 February 1969 rejected the proposed constitution of the PSA Departmental Tenure Committee (DTC). PSA reaffirmed its initial proposal, which was again rejected by the UTC in March.

In May, the Dean forwarded another, substantially unchanged PSA recommendation to UTC, with his approval of the proposed composition, but with objections to the PSA procedures. These procedures included the principle of student parity at all levels of departmental decision-making. There was a parallel student Departmental Personnel Committee (6 students); further, the recommendations of the two parallel committees were required to be referred back to the entire Department for approval before being forwarded to UTC. The Department had been organized as two plena; a faculty plenum and a student plenum of equal size which met separately. Both plena had the authority to ratify or to veto any recommendation of the other.

On 9 June 1969 the UTC reconsidered the resubmission from PSA, and rejected it, claiming that it was not in accord with the SFU Academic Freedom and Tenure Brief. It was in large part an attempt to solve the stalemate on these procedures that the 4-man group in PSA referred to above had introduced its "compromise" resolutions which were defeated by the PSA departmental majority, which in turn led to the resignation of the Acting Chairman.

Acting under the rather complex provisions of the SFU A.F. & T. Brief with its recently approved amendments, the Dean of Arts himself nominated a 6-man Departmental Tenure Committee for PSA on 24 July, and requested PSA ratification for this committee, all of whose members were drawn from the PSA Department. On 29 July, Professor Briemberg wrote that he saw "no reason for creation of a new committee."

On 2 August, the UTC instructed the Dean to name a Departmental Tenure Committee for PSA, in consultation with the other two Deans, in accordance with article 3.6 of the A.F. & T. Brief. This was done on 7 August, and approved by UTC on 12 August. The new committee consisted of 5 faculty members drawn from outside the PSA Department, and one professor from within. Later, the Dean claimed that this selection was made necessary by the fact that members of the PSA Department refused to serve on a Tenure Committee not elected by the

Department. This Dean's DTC proceeded to make recommendations on some 18 individuals in PSA for contract renewals (11), tenure (7), and promotions (3). The DTC is empowered to recommend on contract renewals, subject to review by the Dean, for transmission directly to the President. Tenure and promotion recommendations must go to the University Tenure Committee.

On 21 August, the DTC sent its recommendations to the Dean, who forwarded appropriate materials to the UTC on 22 August. On 25 August the UTC arrived at its decisions, which tended in the main to be more stringent (or more negative) even than the Dean's Departmental Tenure Committee.

The resulting situation can scarcely be regarded as satisfactory to anyone. Some 18 renewal, promotion and tenure decisions were reached by two committees which, together, were able to muster *one* professor in the departments of political science, sociology, or anthropology. Recommendations on promotion and tenure (the latter surely the most important single step in an academic career) seem to have been accomplished with astonishing speed — tenure and promotion recommendations went from the Dean to the UTC on a Friday, were acted on by UTC by Monday, and were in the hands of the Board of Governors for its meeting on Wednesday. This rather indecorous haste makes it more difficult to understand why a University Tenure Committee, normally seen as providing an overview of procedures and standards used by the various Departmental Tenure Committees, should have made a number of recommendations more stringent than those of the Dean's Departmental Tenure Committee for PSA without consultation or reference back to that Committee. Nor does it seem to have occurred to the UTC that since unusual circumstances prevailed within the PSA Department it might be wise to seek external assessments from social scientists outside the University.

Because the A.F. & T. Brief gives a deadline of 31 August for notification of non-renewals for the following year, the recommendations of both Departmental and University committees were taken directly to the Board of Governors on 27 August. The Acting President informed the Dean that the Board had undertaken to observe the rights of appeal provided in the A.F. & T. Brief. Each letter sent by the Acting President to PSA faculty members on the committees' recommendations contained the assurance that the Board would reverse any decision affected by a later appeal, retroactively to 1 September.

A number of PSA faculty members charged that this procedure represented a contravention of the A.F. & T. Brief. Some claimed that since the negative renewal and tenure decisions affected primarily the more "vocal" or "radical" members of the department, these were further and more extreme instances of the "witch-hunting" and political purging that they alleged the University had undertaken against the PSA Department.

On 3-4 September, the Executive Secretary of the C.A.U.T. and the Chairman of its Committee on Academic Freedom and Tenure visited the SFU campus for informal talks with individuals in the SFU Faculty Association, Administration, and PSA Department. On the basis of these talks, and in the absence of a formal investigation, they made certain proposals to all parties on possible internal means for arriving at an arbitration or mediation of a dispute that had become emotionally charged and that was leading to extreme polarizations of attitude throughout the SFU community. They assured members of PSA—that the Academic Freedom and Tenure Committee of C.A.U.T. would certainly take up the grievances laid before it, and asked for time to deal with these before PSA considered other modes of action. It was suggested that a reasonable target date for C.A.U.T. action might be early October, the time set for the next meeting of the A.F. & T. Committee. Both sides were requested in the meantime to avoid confrontation tactics. No formal vote was taken by the PSA Department (the C.A.U.T. team met with about 9 of its members), but there was some reluctance on the part of these 9 to make a commitment to abstain from "direct action"—the nature of which remained unspecified—even though they were appealing to C.A.U.T. for assistance.

C.A.U.T. continued informal discussions by letter, telegram and telephone with SFU. By 19 September there was strong evidence that parties in the dispute were on a collision course: there was talk of a strike vote, and of reprisals; one could see on the horizon the possibilities of picket lines, of construction workers, faculty and students being asked not to cross them, of violence, of police on campus. Professor Willard Allen, President of C.A.U.T., issued a press statement asking for some "mode of reconciliation before further and more dangerous confrontations are allowed to take place." In particular, Professor Allen proposed several steps, all of which had already been discussed with both Administration and PSA from the time of the visit to SFU by the A.F. & T. Committee Chairman and Executive Secretary on September 3-4: (a) an external committee of review, drawn from academics in the appropriate fields

from outside SFU, to review the present relationships of the PSA Department to the University; (b) provision for a suitable agency of appeal for the 10 faculty members of PSA for whom unfavourable recommendations on renewal, promotion, or tenure had been reached through a process which deprived them of proper evaluation by faculty of professional competence in their own fields; (c) a suspension of the trusteeship during this period of examination and review.

President Strand responded by a public statement indicating his reaction to these proposals. He had already (on 15 September) addressed a request to C.A.U.T. that it name 3 faculty members to an external examining committee; A.U.C.C. to name 2 others. His response to points (b) and (c) of the C.A.U.T. proposals summarized above was mixed, and not altogether satisfactory, but seemed to C.A.U.T. to offer ground for further negotiation. The PSA response was rather confusing to C.A.U.T.: it indicated willingness to negotiate on the 3 C.A.U.T. proposals, but also repeated at the same time its own "four demands," which had been circulated earlier and which had the effect of asking for all-but-total autonomy for the PSA Department. PSA set down quite precise terms for the negotiation process, and demanded a response from the President in two days, failing which a strike would begin at 12:30 p.m., Wednesday, 24 September. The PSA response was developed at a meeting on Monday, 22 September, in which the Department had formally dissolved itself and re-formed as the "PSA General Assembly," which was to consist of all students in PSA classes, plus all faculty members, in a 1-man 1-vote organization. The meeting appears to have been constituted of some 700 students (of 1700 taking PSA classes), and 14 faculty members. Approximately half of the faculty members voted against the strike; the other half, and almost all of the 700 students, voted in favour.

On Sunday, 21 September, the Executive Secretary of C.A.U.T. had sent the following wire to the PSA Department: "C.A.U.T. cannot support PSA in 4 demands to SFU Administration for complete autonomy, that is, complete dissociation from policies and procedures agreed upon by majority of University faculty. Therefore we will not support PSA if it adopts strike action in pursuit of those demands. We believe appeal procedures, external review, and suspension of trusteeship as outlined in our press release of 19 September are proper basis for negotiation and should be supported by PSA."

A telephone call by Professor Allen to Professor Briemberg at 10:30 a.m. on Monday, 22 September, reaffirmed the same basic position.

On 23 September, the day before the strike was to begin, Professor Allen issued a second press release disapproving of the strike action "while recognized channels of discussion, negotiation or appeal are still open." On the same date Professor Allen sent a telegram to each member of the PSA Department stating that "if you do not immediately notify me of your renunciation of strike action I have no alternative but to recommend immediately to C.A.U.T. bodies that neither your personal case nor the departmental case be supported by C.A.U.T. in any way."

It is unfortunate that there was *no* consultation on the part of PSA directly with C.A.U.T. either before the strike action was voted on, or afterward, in response to our appeals to try the available avenues of negotiation and appeal before resorting to such actions as the strike.

But the PSA strike action did begin at 12:30 Wednesday, 24 September. Within a week there were allegations of interference with other classes, of student protests about interference with their academic programmes, of default of contract. On Friday, 3 October, President Strand initiated suspension and dismissal proceedings against 9 members of the PSA faculty participating in the strike action. There were some 6 members of the Department teaching last fall who were not on strike and not participating in any of the strike actions.

The Committee on Academic Freedom and Tenure of C.A.U.T. met on 3-4 October, and spent much of its time discussing the SFU case on 3 October. On 4 October, Professor Allen met with the Committee during the afternoon to discuss his recommendation of 23 September for non-support. The following motion was unanimously adopted by the A.F. & T. Committee:

The recent decisions of the University Tenure Committee of Simon Fraser University on renewals, promotions, and tenure for PSA faculty members should be open to an appeal which includes assessment by a group of academics in the fields of political science, sociology, and anthropology from outside Simon Fraser University, and the proposed constitution and procedures of this appeal should be made public prior to appeal. Notwithstanding the above, the Academic Freedom and Tenure Committee regards the present PSA strike action as inappropriate and unjustified and therefore suspends action on the original appeals of those individuals who have participated in the PSA strike action.

C.A.U.T. was requested by the SFU Faculty Association Executive to review the SFU dismissal and suspension procedures and to recommend on these. This C.A.U.T. has done, with the assurance that its recommended improvements would be implemented. The non-striking members

of PSA consolidated as a department and elected Professor R. Wyllie as Acting Chairman, and President Strand on 14 October suspended the PSA Trusteeship. At the same time, and as a result of several approaches by individual PSA faculty members who indicated that they would like to withdraw from the strike, C.A.U.T. attempted to negotiate — or to offer its services in negotiating — a possible withdrawal of the strike action and of a simultaneous withdrawal of suspension and dismissal proceedings as a prelude to further negotiation. For that purpose, and because the Central Office of C.A.U.T. was receiving numerous requests from member associations and from social scientists across Canada and the United States for current information on the PSA dispute, a 3-man committee (President Willard Allen, Professor Hijmans of the A.F. & T. Committee, and the Executive Secretary) visited Simon Fraser for informal discussions on 20-22 October. They spoke with the Executive of the Simon Fraser Faculty Association, various administrators, a great many faculty members, including most members of the PSA Department present on campus (both from the striking and non-striking groups), and some graduate students in PSA and members of the Executive of the Student Council.

The Joint Faculty of Simon Fraser had by referendum voted against an official C.A.U.T. investigation (84-121-3), and in favour of an external examiners' committee named through the good offices of C.A.U.T. and A.U.C.C. to investigate the ongoing problems of PSA and to make appropriate recommendations to the University (180-28-27). The Executive of the Faculty Association also opposed the idea of a C.A.U.T. investigation, or of any further C.A.U.T. intervention at that time. Further interviews with faculty, administrators, and students convinced the visiting committee that there was no hope, from either side, for attempts at mediation, and that the formally established suspension and dismissal procedures would have to run their course. C.A.U.T. proposed to maintain a watching brief on these procedures.

The five non-striking members of PSA in residence during the Fall trimester, under their Acting Chairman, requested a delay in the establishment of an External Examining Committee on the grounds that they were engaged full-time in their attempts to re-construct a department and to re-establish an academic programme. While C.A.U.T. did not question these motives, it did register some concern that there might be *no* external investigation of the PSA situation — neither of past actions nor of its future prospects.

As a result of the PSA strike action, a large number of classes had been cancelled. Because the strike was called some 8 days after the

deadline for changing academic programmes, the effects were fairly complicated. Many students ended with partial programmes; others were allowed to register late for "accelerated" classes which individual professors in other disciplines provided. The picketing of classes extended to some outside of PSA, especially of the alternate classes referred to above. These were picketed as "scab" classes; entrance to them was on some occasions barred physically against students and teacher. It should be noted that despite misleading publicity, *no* faculty member outside of the PSA Department actually joined the strike.

The University obtained against 3 faculty members and 11 students a court injunction restraining them from interference with classes and from "non-peaceful" picketing, and from enjoining others to such actions. The court injunction also requested damages resulting from the strike action.

The question of the original appeals on contract renewals or tenure for the PSA faculty who had been on strike must of necessity be held in abeyance until the conclusion of the procedures presently underway on the issues of suspension and dismissal. The Committee on Academic Freedom and Tenure will re-assess their situation at the conclusion of these procedures.

During the earlier part of December, 1969, various members of the PSA Department were appealing their suspension to the Board of Governors of SFU, under the provisions of the University Act, and were naming arbitrators for the hearings on dismissal, as was the University. It is the understanding of C.A.U.T. that an internal committee at SFU has been established to review and to make recommendations of the A.F. & T. Brief, and that the Senate is engaged in an examination of the policies related to the nature and limits of departmental autonomy.

Alwyn Berland
Executive Secretary

10 December 1969

REPORT ON SALARIES
ECONOMIC BENEFITS COMMITTEE

Traditionally, a major purpose of the November report is to analyse the current salary levels. We very much appreciate the efforts made by the Higher Education Section of the Dominion Bureau of Statistics to compile the salary data for each university in time for this report. This year, unfortunately, in spite of their valiant efforts, we still lack data for some of the universities at the time of going to press.

Table 1 shows current average salaries by rank. It can be summarized as follows:

The "typical" average salary for all ranks is now between \$13 000 and \$14 000. For assistant professors, the typical figure is between \$11 000 and \$12 000, for associate professors between \$14 000 and \$15 000, for professors other than department heads between \$18 000 and \$19 000, and for department heads around \$21 000.

In Tables 2 and 3 we have listed "leading" and "lagging" universities. The list, of course, is incomplete. Looking at the two tables together, if a university is among the top ten in terms of overall average salary, its average figure must be above \$14 500. On the other hand a university whose overall average salary is below \$13 000, is liable to be in the lowest ten, and a university whose average salary is below \$12 000, is in really bad shape.

Similar comparisons have been made for selected ranks. At leading universities associate professors average over \$15 500 and at lagging universities less than \$14 500. At leading universities professors other than department heads average over \$20 000 and at lagging universities less than \$18 000.

The types of universities that constitute leaders and laggards have not changed much over the years. The leaders are the major universities in Ontario and Alberta. We note that they in turn are led by the Ontario Institute for Studies in Education and the Althouse College of Education in London, Ontario. This appears to be a not unusual relation

between universities' salaries and those at institutions that specialize in teaching teachers. It is significant that the funds for these educational institutions are controlled by the same provincial department of education that controls the major part of university funds.

The laggards are, as usual, universities located in the Atlantic Provinces and church affiliated universities.

Tables 4, 5, and 6 are intended to give a picture of the highest salaries paid at each university, and thus to indicate the extent to which a university is seriously in the market for leading scholars.

The ninth decile salary for a rank means the salary exceeded by just 10 per cent of the individuals in that rank at the university concerned.

One may summarize Table 4 by saying that at a "typical" university, 10 per cent of assistant professors get over \$13 000 to \$14 000, 10 per cent of associate professors get over \$16 000 to \$17 000, 10 per cent of professors other than department heads get over \$22 000 to \$23 000, and 10 per cent of heads get over \$26 000.

Table 5 indicates that a university can qualify as a "leader" if 10 per cent of its assistant professors get over \$15 000, 10 per cent of associate professors get over \$18 000, and 10 per cent of professors other than department heads get over \$24 000.

On the other hand, Table 6 indicates that a university qualifies as a laggard if the salary exceeded by just 10 per cent in each rank is no higher than \$13 000 for assistant professors, \$16 000 for associate professors, and \$22 000 for full professors.

The list of leaders and laggards in terms of ninth decile salaries is very similar to the list in terms of average salaries, but there are some interesting additions. McGill, Sherbrooke, and Ottawa appear quite frequently among the leading universities in terms of ninth decile salaries.

Table 7 shows how salary varies with experience, and by region.

Experience is measured by years since first degree. The Table is for the academic year 1968-69 since the current data have not yet been tabulated according to these criteria. The Table shows the customary patterns. Salary rises with years of experience but the rate of increase begins to level off and ultimately salary declines. The curve begins to flatten out after about twenty years from first degree, it becomes horizontal at about forty years from first degree, and it declines after retirement age is reached.

For equivalent years of experience, salaries are highest in Ontario, and lowest in the Atlantic region. They are slightly higher in the west than in Quebec. The regional differentials are quite small in the early career years, and then expand, reaching a peak at about twenty-five years from first degree. For example, the average differential between Atlantic and Ontario salaries is \$900 at five to nine years from first degree, but rises to \$3 400 at between twenty-five and twenty-nine years from first degree.

The tables and charts that follow compare academic salaries with those in other professions. When making such comparisons there is always a problem of standardizing for experience and qualifications, and usually this can only be done in a rough and ready way.

Table 8 compares the salary scales for economists and statisticians in the federal civil service with those of academics. The Table suggests that for able economists in their forties, or with from fifteen to twenty-five years since first degree, it is likely that they can obtain considerably higher salaries in the civil service than in academic life.

Chart 1 compares academic salaries with the net income of individuals in independent professional practice. For equivalent ages, the expected large differential is seen. The figures for professionals in independent practice are from taxation statistics, and the latest available information is for the fiscal year ending in the 1967 period. A comparison with academic salaries for the academic year 1966-67 is therefore appropriate.

The difference between net earnings of male professionals and

male academics ranges from \$4 000 at age 30-34 to \$8 600 at age 40-44. The differential is somewhat overstated, since supplementary earnings of academics are omitted from the comparison, while they are included in the figures for professionals. It is most unlikely, however, that such supplemental earnings, would average more than \$1 000 or \$2 000 per year for academics as a whole.

Table 9 and Chart 2 show the trend in academic earnings between 1960-61 and 1966-67, and compare it with the corresponding trend for various groups of professionals. Over the seven year period, academic salaries rose by 33 per cent while the increase in net professional income was 50 per cent for dentists, 44 per cent for lawyers, 60 per cent for medical doctors, 22 per cent for accountants and 45 per cent for professionals as a whole. School teachers' salaries rose by about 36 per cent. In this table and chart, supplemental earnings are excluded from all incomes.

Thus there is no doubt that in comparison with the independent professions, academic salaries are very low and have been falling further behind since at least 1960.

Chart 3 compares median salaries for nineteen leading universities with average hourly earnings in manufacturing, for the period 1945-69. It is interesting that the ratio of these two figures is now about the same as it was at the end of the war. The chart shows that this apparent constancy is the result of two divergent movements. Between 1945 and 1951 university salaries declined in relation to earnings in manufacturing. Since that time they have increased again, rising particularly rapidly in the period between 1957 and 1960.

The relative decline between 1945 and 1951 appears to have been the result of two factors. Prices rose very rapidly during this time, and university salaries tend to lag in a period of rapidly rising prices. Secondly, the veterans who poured into the universities immediately after the war, had left again by 1951, and the period as a whole was therefore one in which the market for academic services was increasingly soft.

If, as some predict, the prospect for the next few years is one

of further inflationary price rise, the trends for the period 1945-51 should be of great interest. In many fields the academic market is again becoming soft, not because demand is declining, but because supply is rising very rapidly as the large and increasing stream of graduates with advance degrees enters the market. Thus the prospect may again be for a soft market in an inflationary environment, and in that case the profession is again threatened with a decline in its relative position.

This brings us to the important question of "voluntary restraint". The government has urged business and labor groups to practice voluntary restraint in their wage and price demands. A point may come in the near future when it may be necessary for this association to take an official position on this matter. In the meantime, there is no doubt that local associations in their discussions with Boards of Governors and provincial governments will have "voluntary restraint" preached to them and, in some cases, attempts will be made to impose it on them. We therefore consider it of some importance to express our opinions on the matter.

A substantial body of expert opinion is now of the view that the time for strong measures against inflation is past. Deflationary policies introduced in the United States earlier, are now beginning to have some effect, and the effect is being felt in Canada. Prices may continue to rise for a few months, but the rate of increase will decline. The major danger now is increasing unemployment.

Even if this prognostication turns out to be wrong, and inflationary pressures continue, there is no reason to believe that the problem can be effectively attacked by "voluntary restraint". First, with a fixed exchange rate, an exceptionally high ratio of foreign trade to total output, and the bulk of this foreign trade being carried on with the United States, the price level in this country cannot get far out of line with that in the United States. If prices continue to rise south of the border, no amount of voluntary restraint will stop the increase here. If prices in the United States stop rising, and reasonable monetary policies are followed here, inflationary price or wage increases will not be attainable.

Voluntary restraint has never been achieved on a comprehensive basis in the North American environment, and it is thoroughly unrealis-

tic to expect that it could be achieved. It is in direct conflict with the basic principle of the pursuit of self interest, on which our economic system is organized. The leading labor organizations have already expressed their opposition. In the absence of comprehensive adherence to such a principle, the only effect of its partial implementation can be that income is transferred, in real terms, from those who practice voluntary restraint to those who do not.

It is finally of great significance that restraint in salary levels is not practiced in the civil service. Upwards salary adjustments were made in 1969 and continue to be made. "Restraint" on the part of the federal government has taken the form of limiting the number of people employed, not freezing their individual incomes. This is a principle which faculties and Boards of Governors might well emulate, when faced with fiscal restraint on the part of provincial governments.

Richard Holmes.

Gideon Rosenbluth (Chairman)

Table 1 - CANADIAN UNIVERSITIES, AVERAGE SALARIES, 1969-1970

Institution	Full Professors			Associate Professors	Assistant Professors	Next Lower Rank	All Ranks ^a
	Dept. Heads	Others	All				
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Memorial	21.2	18.1	19.5	14.3	11.3	8.9	12.1
Dalhousie ^d	20.6	19.1	19.6	14.8	11.8	11.1	14.5
St. Francis Xavier	17.9	17.9	17.9	14.2	11.4	8.9	11.7
Acadia	17.7	16.6	17.3	14.0	11.2	9.3	12.7
Nova Scotia Tech.	16.3	15.9	16.2	13.6	11.5	8.4	12.7
Mount St. Vincent	16.7	-	16.7	11.8	9.7	8.1	9.8
St. Mary's	n.a.	15.5	n.a.	14.0	10.9	8.9	11.2
U. New Brunswick	18.8	17.2	17.8	13.7	11.0	9.1	12.4
Mount Allison	-	17.8	17.8	14.0	11.3	9.4	12.6
Moncton	-	16.1	16.1	13.6	10.4	8.0	10.5
U. Prince Edward Island ^d	16.8	18.7	17.5	14.2	11.4	9.2	11.9
Montréal ^d	21.7	19.5	20.0	15.5	12.3	9.8	14.0
McGill	21.8	19.8	20.4	15.4	12.2	9.8	14.8
Laval ^d	19.8	18.3	18.7	15.0	12.7	9.3	14.0
Sherbrooke	22.2	18.3	20.6	15.8	12.8	10.3	13.9
Sir George Williams	18.6	18.6	18.6	14.5	11.5	9.3	13.5
Bishop's	18.8	16.7	18.3	14.1	11.0	9.0	13.1
Ecole des Hautes Etudes com.	20.2	17.6	18.3	14.6	11.3	9.6	13.4
Toronto ^d	26.1	21.6	n.a.	16.0	12.9	9.9	15.9
Trinity College	19.9	17.7	18.7	14.5	10.9	9.2	14.1
Victoria (Ont.) ^d	19.1	18.3	18.5	13.1	10.2	8.7	13.1
Western	25.2	21.7	22.6	15.8	12.5	10.6	15.4
McMaster	22.3	20.8	21.2	15.3	12.4	9.7	15.7
Queen's	24.9	20.5	21.6	15.8	12.5	11.1	15.9
Ottawa	22.5	19.0	20.4	15.7	12.4	10.2	14.4
Carleton	19.4	19.2	19.2	14.9	11.5	9.4	13.8
Guelph	22.3	19.7	20.5	15.5	12.1	9.6	14.3
Windsor	19.3	18.5	18.8	15.4	12.4	10.1	14.5
Waterloo	23.4	20.9	21.3	15.8	12.4	9.5	15.5
Waterloo Lutheran	18.3	17.8	17.9	14.1	11.2	9.0	12.1
York	19.5	20.3	20.1	15.1	12.0	9.8	13.5
Laurentian ^d	18.7	18.9	18.8	14.8	11.6	9.7	12.5
Lakehead	18.7	18.0	18.4	14.9	12.4	10.1	12.7
Trent	21.0	19.4	20.2	14.6	11.2	9.1	14.0
Brook	19.0	19.1	19.1	14.7	11.9	9.8	13.2
R.M.C.	21.6	18.7	19.8	14.9	12.7	10.1	14.4
Althouse College of Educ. ^d	21.5	20.3	21.1	18.7	14.2	10.7	n.a.
O.I.S.E. ^d	25.7	22.5	23.9	18.8	15.3	13.8	17.7
Manitoba	21.4	19.0	19.9	14.6	11.7	9.3	13.8
Brandon	17.5	17.1	17.3	14.0	11.1	8.8	12.4
Winnipeg ^d	18.3	n.a.	n.a.	13.5	10.8	8.6	10.7
Saskatchewan ^{c-1}	19.7	18.9	19.3	14.9	11.9	9.7	13.5
^{c-2}	19.6	18.9	19.2	14.9	11.9	9.7	13.6
Alberta	23.9	21.2	22.0	16.3	12.3	9.5	15.7
Calgary	23.3	21.2	21.7	15.7	12.0	9.4	15.1
Lethbridge	19.6	19.7	19.7	15.7	12.3	9.7	14.0
U.B.C.	22.1	19.5	20.1	14.9	11.8	9.7	14.4
Victoria (B.C.)	21.2	18.7	19.5	14.9	11.6	11.6	12.9
Notre Dame of Nelson	-	n.a.	n.a.	11.5	9.3	7.4	9.7

Source: Dominion Bureau of Statistics

^a Includes Deans unless otherwise noted^b Excludes Deans^c For Saskatchewan: 1. the figure includes medical staff; 2. the figure excludes medical staff^d Preliminary figures

Table 2 - LEADING UNIVERSITIES, 1969-1970

I. According to Average Salary for All Ranks
a- \$ 15 000 and over:
O.I.S.E., Toronto, Queen's, McMaster, Alberta, Waterloo, Western, Calgary.
b- \$ 14 500 to \$ 15 000:
McGill, Windsor, Dalhousie.
II. According to Average Salary for Associate Professors
a- \$ 15 500 and over:
O.I.S.E., Toronto, Althouse, Alberta, Western, Queen's, Sherbrooke, Waterloo, Calgary, Lethbridge, Ottawa, Guelph, Montréal.
III. According to Average Salary for Professors (not Dept. Heads)
a- \$ 20 000 and over:
O.I.S.E., Althouse, Toronto, Western, Alberta, Calgary, Waterloo, McMaster, Queen's, York.
b- \$ 19 500 to \$ 20 000:
McGill, Guelph, Lethbridge, U.B.C., Montréal.

source: Table 1

Table 3 - LAGGING UNIVERSITIES, 1969-1970

I. According to Average Salary for All Ranks
a- Under \$ 12 000:
Notre Dame, Mt. St. Vincent, Moncton, St. Mary's, St. Francis Xavier, Prince Edward Island, Winnipeg.
b- \$ 12 000 to \$ 13 000:
Memorial, Mt. Allison, Waterloo Lutheran, Acadia, Nova Scotia Tech. U.N.B., Lakehead, Laurentian, Brandon, Victoria.
II. According to Average Salary for Associate Professors
a- Under \$ 14 000:
Notre Dame, Mt. St. Vincent, Moncton, Nova Scotia Tech., U.N.B., Winnipeg.
b- \$ 14 000 to \$ 14 500:
Memorial, St. Francis Xavier, Acadia, St. Mary's, Mt. Allison, Prince Edward Island, Waterloo Lutheran, Brandon.
III. According to Average Salary for Professors (not Dept. Heads)
a- Under \$ 17 000:
St. Mary's, Nova Scotia Tech., Acadia, Moncton, Bishop's.
b- \$ 17 000 to \$ 18 000:
Brandon, U.N.B., Ecole des Hautes Études commerciales, Trinity, Waterloo Lutheran, St. Francis Xavier, Mt. Allison.

source: Table 1

Table 4 - CANADIAN UNIVERSITIES, 9TH DECILE ^a SALARIES, 1969-1970

Institution	Full Professors		Associate Professors	Assistant Professors	Next Lower Rank
	Dept. Heads	Others			
	\$'000	\$'000	\$'000	\$'000	\$'000
Memorial	30.0	19.6	15.5	12.9	10.0
Dalhousie ^c	27.0	23.7	19.0	16.0	18.4
St. Francis Xavier	n.a.	n.a.	15.2	12.5	9.8
Acadia	20.5	n.a.	15.3	12.4	11.0
Nova Scotia Tech.	n.a.	n.a.	15.0	13.0	n.a.
Mount St. Vincent	n.a.	-	n.a.	10.1	9.5
St. Mary's	n.a.	n.a.	16.7	12.4	10.1
U. New Brunswick	22.5	19.9	14.9	12.3	11.2
Mount Allison	-	19.9	15.6	12.4	10.2
Moncton	n.a.	n.a.	15.3	12.5	9.0
Prince Edward Island	n.a.	n.a.	16.0	13.0	10.0
Montréal ^c	26.5	22.6	18.0	15.0	11.1
McGill	26.5	23.9	18.0	15.0	11.2
Laval	24.8	20.1	18.0	15.5	10.9
Sherbrooke	26.0	23.1	18.0	15.6	12.1
Sir George Williams	n.a.	21.7	16.0	12.7	10.4
Bishop's	20.2	n.a.	16.3	12.0	n.a.
Ecole des Hautes Études comm.	n.a.	18.8	15.7	13.2	11.4
Western	29.5	26.4	18.7	15.1	12.5
McMaster	26.7	26.4	17.1	13.9	11.0
Queen's	31.5	23.6	17.9	15.0	14.5
Ottawa	27.0	22.5	18.1	14.9	13.1
Carleton	21.5	21.0	16.6	12.9	10.6
Guelph	24.6	21.9	17.2	13.6	10.6
Windsor	21.7	19.9	17.3	14.0	11.0
Waterloo	26.9	25.9	17.5	13.6	11.0
Waterloo Lutheran	n.a.	18.8	15.0	12.4	9.8
York	22.4	25.9	17.5	13.5	11.3
Laurentian	20.3	n.a.	16.6	12.7	10.8
Lakehead	19.8	n.a.	16.4	15.1	10.9
Trent	26.6	25.6	16.2	12.5	n.a.
Brock	21.1	n.a.	16.7	13.3	10.8
R.M.C.	n.a.	20.5	16.5	13.4	10.7
O.I.S.E.	31.3	24.5	22.1	16.6	15.9
Althouse College of Education	21.5	n.a.	19.9	17.3	n.a.
Manitoba	25.2	22.5	16.5	13.1	10.9
Brandon	n.a.	n.a.	15.4	12.7	9.5
Winnipeg	n.a.	n.a.	14.7	12.0	9.8
Saskatchewan ^{b-1}	21.7	20.6	16.7	13.3	10.6
^{b-2}	21.6	20.9	16.7	13.3	10.6
Alberta	27.0	24.0	18.5	13.6	11.4
Calgary	25.7	25.1	18.0	13.3	10.3
Lethbridge	n.a.	22.5	18.0	13.8	10.3
U.B.C.	25.7	22.4	17.2	13.6	12.0
Victoria (B.C.)	23.9	20.4	16.8	13.0	n.a.
Notre Dame of Nelson		n.a.	13.0	11.4	9.3

source: Dominion Bureau of Statistics

^a 10% of individuals in the rank have higher salaries^b see note c, Table 1^c see note d, Table 1

Table 5 - LEADING UNIVERSITIES ACCORDING TO 9th
DECILE SALARY

I. Assistant Professors
\$ 15 000 and over: <u>Western, Queen's, Lakehead, O.I.S.E., Althouse,</u> <u>McGill, Sherbrooke, Dalhousie, Laval, Mont-</u> <u>real.</u>
\$ 14 000 to \$ 15 000: <u>Ottawa, Windsor.</u>
II. Associate Professors
\$ 18 000 and over: <u>McGill, Montréal, Sherbrooke, Western, Ottawa,</u> <u>O.I.S.E., Althouse, Alberta, Calgary, Leth-</u> <u>bridge, Dalhousie, Laval.</u>
\$ 17 500 to \$ 18 000: <u>Queen's, Waterloo, York.</u>
III. Professors (not Dept. Heads)
\$ 25 000 and over: <u>Western, McMaster, Waterloo, York, Trent,</u> <u>Calgary</u>
\$ 24 000 to \$ 25 000: <u>O.I.S.E., Alberta</u>
\$ 23 000 to \$ 24 000: <u>McGill, Sherbrooke, Queen's, Dalhousie.</u>

source: Table 4

Table 6 - LAGGING UNIVERSITIES ACCORDING TO 9th
DECILE SALARY

I. Assistant Professors
Below \$ 12 000: <u>Mount St. Vincent, Notre Dame.</u>
\$ 12 000 to \$ 13 000: <u>Memorial, St. Francis Xavier, Acadia,</u> <u>St. Mary's, U.N.B., Moncton, Mt. Allison,</u> <u>Bishop's, Waterloo Lutheran, Trent, Winnipeg,</u> <u>Brandon, Sir George Williams, Laurentian.</u>
II. Associate Professors
Below \$ 15 000: <u>U.N.B., Notre Dame, Winnipeg.</u>
\$ 15 000 to \$ 16 000: <u>Memorial, St. Francis Xavier, Acadia, Nova</u> <u>Scotia Tech., Mt. Allison, Moncton, École des</u> <u>Hautes Études commerciales, Waterloo Lutheran,</u> <u>Brandon.</u>
III. Professors (not Dept. Heads)
Below \$ 20 000: <u>Memorial, U.N.B., Mt. Allison, École des</u> <u>Hautes Études commerciales, Windsor, Waterloo</u> <u>Lutheran.</u>
\$ 20 000 to \$ 22 000: <u>R.M.C., Victoria, Guelph, Saskatchewan, Laval,</u> <u>Sir George Williams.</u>

source: Table 4

Table 7 - SALARIES OF UNIVERSITY TEACHERS, BY YEARS SINCE FIRST DEGREE, 1968-1969 (all fields, men and women)

Years Since First Degree	Median Salaries				
	Atlantic	Quebec	Ontario	West	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
0- 4	8.1	8.6	8.9	8.7	8.6
5- 9	9.7	10.3	10.6	10.8	10.5
10-14	11.1	12.0	12.7	12.1	12.1
15-19	12.6	13.7	14.7	14.1	14.1
20-24	13.1	15.1	16.2	15.7	15.5
25-29	14.1	16.6	17.5	17.3	16.8
30-34	15.3	17.8	18.4	17.6	17.6
35-39	15.8	18.5	18.2	17.8	18.0
40-44	15.2	17.8	19.0	17.6	18.0
45 and over	14.1	16.2	16.4	17.5	16.0
no degree	8.0	10.3	9.6	10.1	10.0
no information	n.a.	10.2	13.2	10.4	12.4
T O T A L	10.6	12.1	12.8	12.2	12.2

Source: D.B.S., *Salaries and Qualifications of Teachers in Universities and Colleges 1968-69*, No. 81-203, Tables 12 and 13.

Table 8 - SALARY COMPARISON: CIVIL SERVICE PROFESSIONAL GRADES
AND ACADEMIC

(1)	(2)	(3)	(4)	(5)
Civil Service Rank	Average Age	Median Years since 1st Degree	Mid-Range Salary	
			July '68	July '69
			\$'000	\$'000
Economist-Statistician	5	25-29	19.7	21.2
Economist-Statistician	4	15-19	20.6	21.4
Economist-Statistician	3	20-24	18.4	19.4
Economist-Statistician	2	15-19	14.9	15.8
Economist-Statistician	1	4-5	8.9	9.3

(7)	(6)	(8)	(9)
Age Equivalent Rank	Median Academic Salary for same Years since 1st Degree: 1968-69	Median Salary for Rank 1968-1969	"Typical" Salary for Rank 1969-1970
	\$'000	\$'000	\$'000
Dean	16.8	22.6	n.a.
Professor-Associate	14.1	16.3	16-17
Professor-Associate	15.5	16.3	16-17
Associate	14.1	14.1	14-15
Assistant-Lecturer	9.5	9.8	10-11

Notes:

- (1) New classification, 1969.
- (2) (3) Data for professionals at Dominion Bureau of Statistics. From proceedings of the Special Senate Committee on Science Policy. No. 24. Feb. 5, 1969, p. 3575. Data in this source are based on the old classification of Civil Service grades and have been converted to the new classification.
- (4) (5) Agreement between the Treasury Board and the Professional Institute of the Public Service of Canada. Group: Economics, Sociology and Statistics. Code 208/7/69.
- (6) (7) (8) D.B.S. Salaries and Qualifications of Teachers in Universities and Colleges 1968-1969, Cat. No. 81-203.
- (7) Academic rank(s) for which median age or average of two medians is closest to that shown in column 2.
- (8) Median or average of two medians.
- (9) Based on incomplete returns for individual universities.

Table 9 - NET PROFESSIONAL INCOME IN INDEPENDENT PROFESSIONS AND SALARIES OF PROFESSORS AND TEACHERS

Occupation	1961	1962	1963	1964	1965	1966	1967
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Dentists - Average Net Professional Income ^c	11.5	12.7	12.7	13.8	14.7	16.1	17.2
Annual Percentage Change	-	10.4%	nil	8.7%	6.5%	9.5%	6.8%
1961-67 Percentage Change	(49.6%)						
Lawyers & Notaries - Average Net Professional Income ^c	13.6	13.0	14.2	15.2	17.0	18.6	19.6
Annual Percentage Change	-	-4.4%	9.2%	7.8%	11.8%	9.4%	5.4%
1961-67 Percentage Change	(44.1%)						
Accountants - Average Net Professional Income ^c	10.7	10.0	9.8	11.8	12.2	12.6	13.1
Annual Percentage Change	-	-6.5%	-0.2%	20.4%	3.4%	3.3%	4.0%
1961-67 Percentage Change	(22.4%)						
Medical Doctors & Surgeons - Average Net Professional Income ^c	15.6	16.7	18.1	20.0	21.8	22.8	25.0
Annual Percentage Change	-	7.1%	8.4%	10.5%	9.0%	4.6%	9.6%
1961-67 Percentage Change	(60.3%)						
Consulting Engineers & Architects - Average Net Prof. Income ^c	12.6	13.3	13.2	14.6	16.8	18.6	19.7
Annual Percentage Change	-	-2.4%	7.3%	10.6%	15.1%	10.7%	5.9%
1961-67 Percentage Change	(56.3%)						
Total Professionals - Average Net Professional Income ^c	11.2	11.4	12.5	13.5	14.4	15.5	16.2
Annual Percentage Change	-	1.8%	9.8%	8.0%	6.7%	7.6%	4.5%
1961-67 Percentage Change	(44.6%)						
Teachers and Professors ^a - Average Salary ^c	4.5	4.5	4.8	5.0	5.3	5.6	6.1
Annual Percentage Change	-	nil	6.7%	4.2%	6.0%	5.7%	8.9%
1961-1967 Percentage Change	(35.6%)						
University Teachers - Median Salary ^{b c}	8.4	8.6	8.9	9.1	9.7	10.2	11.2
Annual Percentage Change	-	2.4%	3.5%	2.2%	6.5%	5.2%	9.8%
1961-67 Percentage Change	(33.3%)						

Source: Computed from Department of National Revenue, *Taxation Statistics*, Part 1, Table 13, various issues except where otherwise noted.

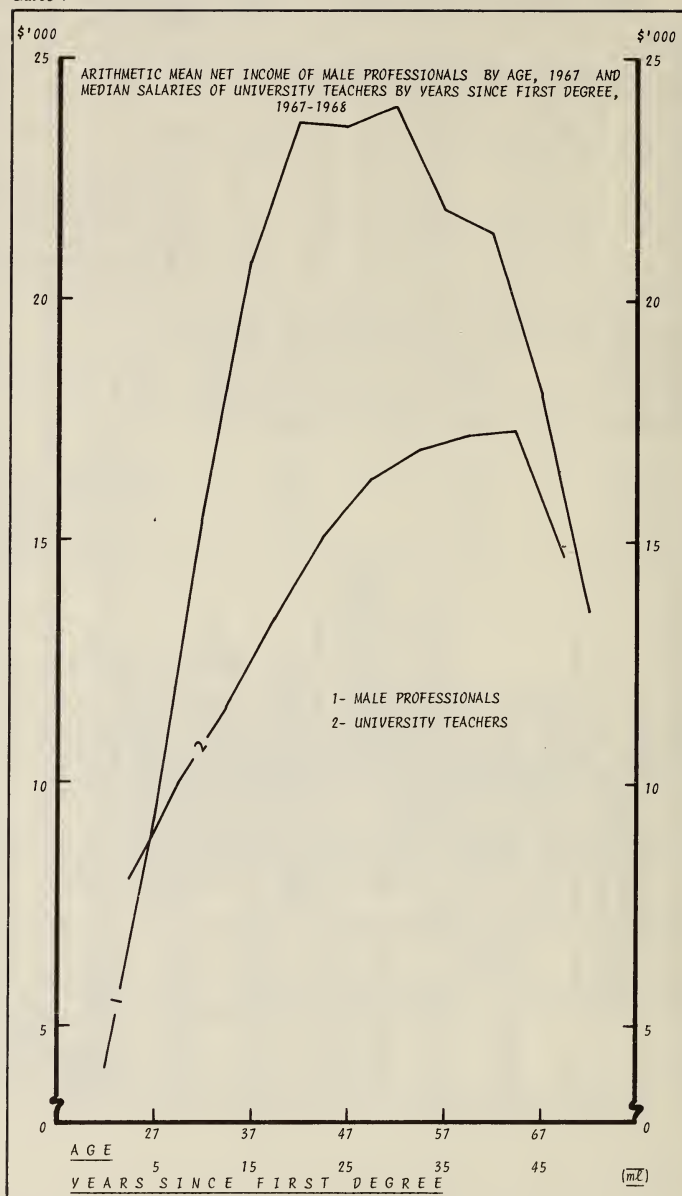
Notes

a- Averages and trend for the group reflect the salaries of school teachers since university teachers constitute a small minority.

b- From D.B.S. Cat. No. 81-203, for 1966-67, Table 5, p. 15.

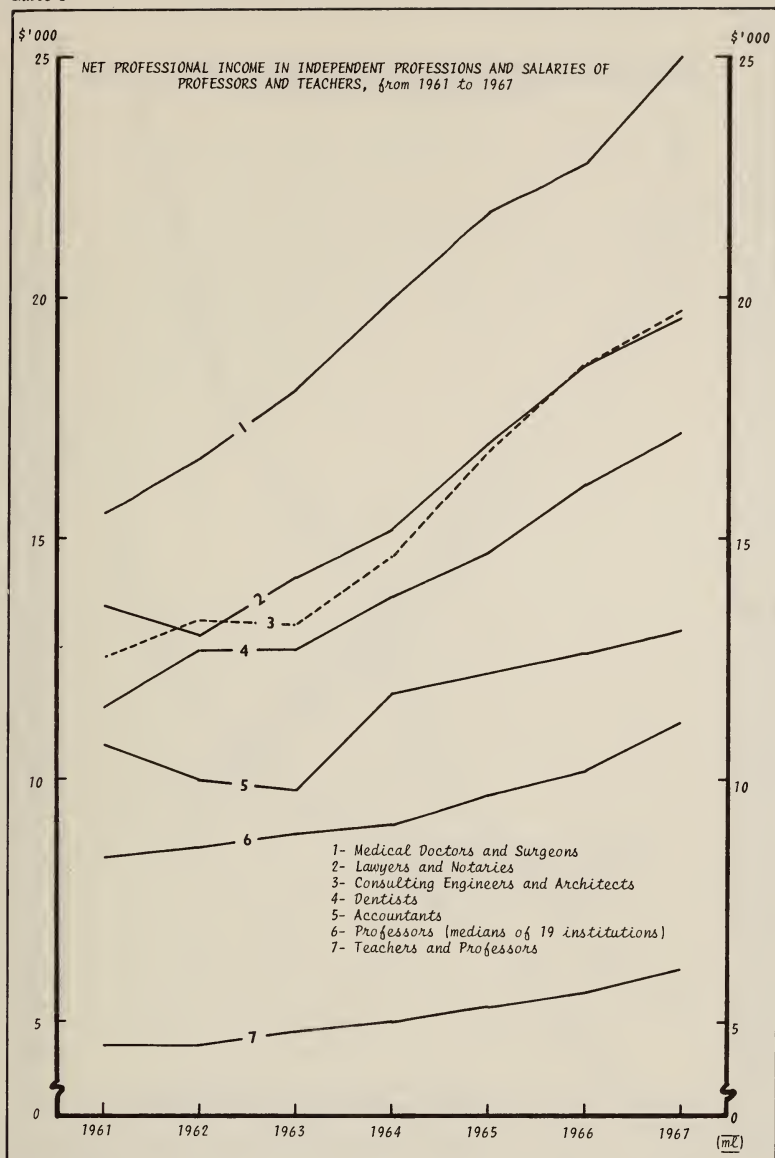
c- Data from Taxation Statistics are for the taxpayer's business year ending in the year shown. Data for university teachers are for the academic year ending in the year shown.

chart 1



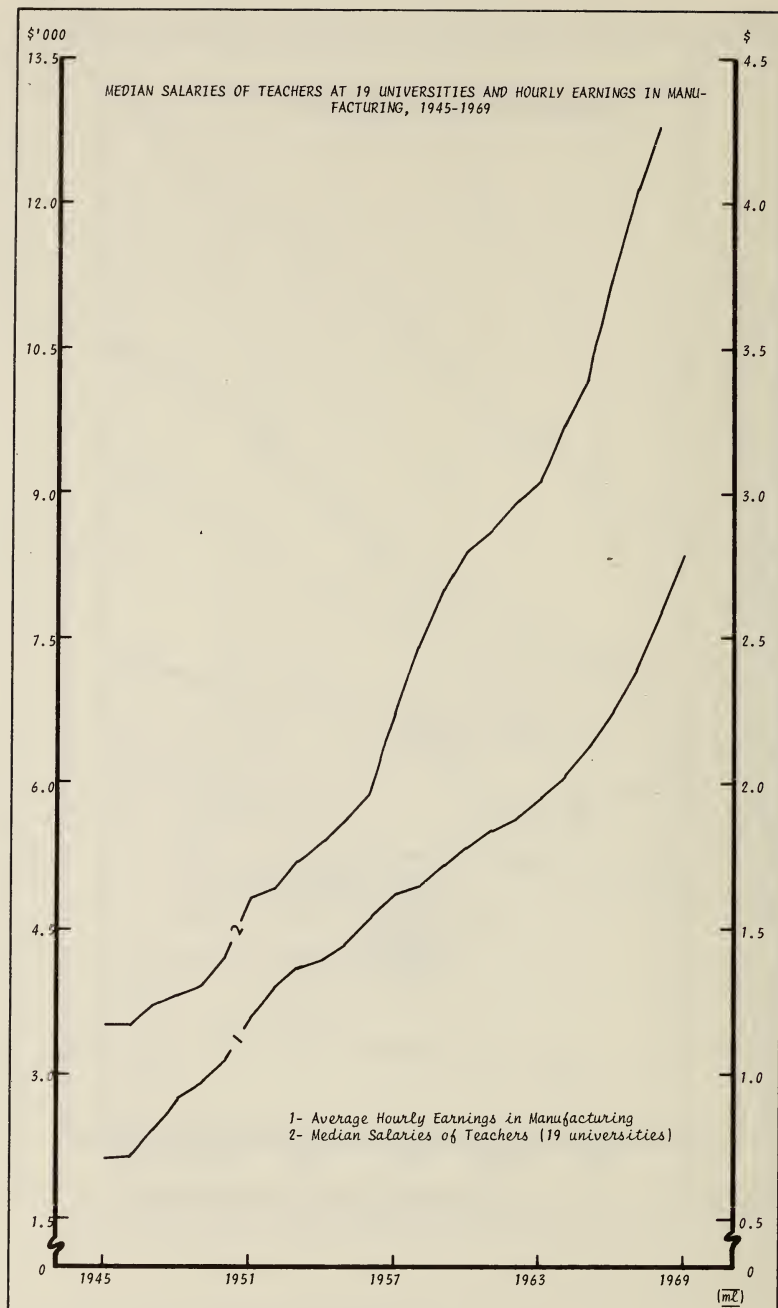
Source: D.B.S., *op. cit.*, Table 12; Dept. of National Revenue, *op. cit.*

chart 2



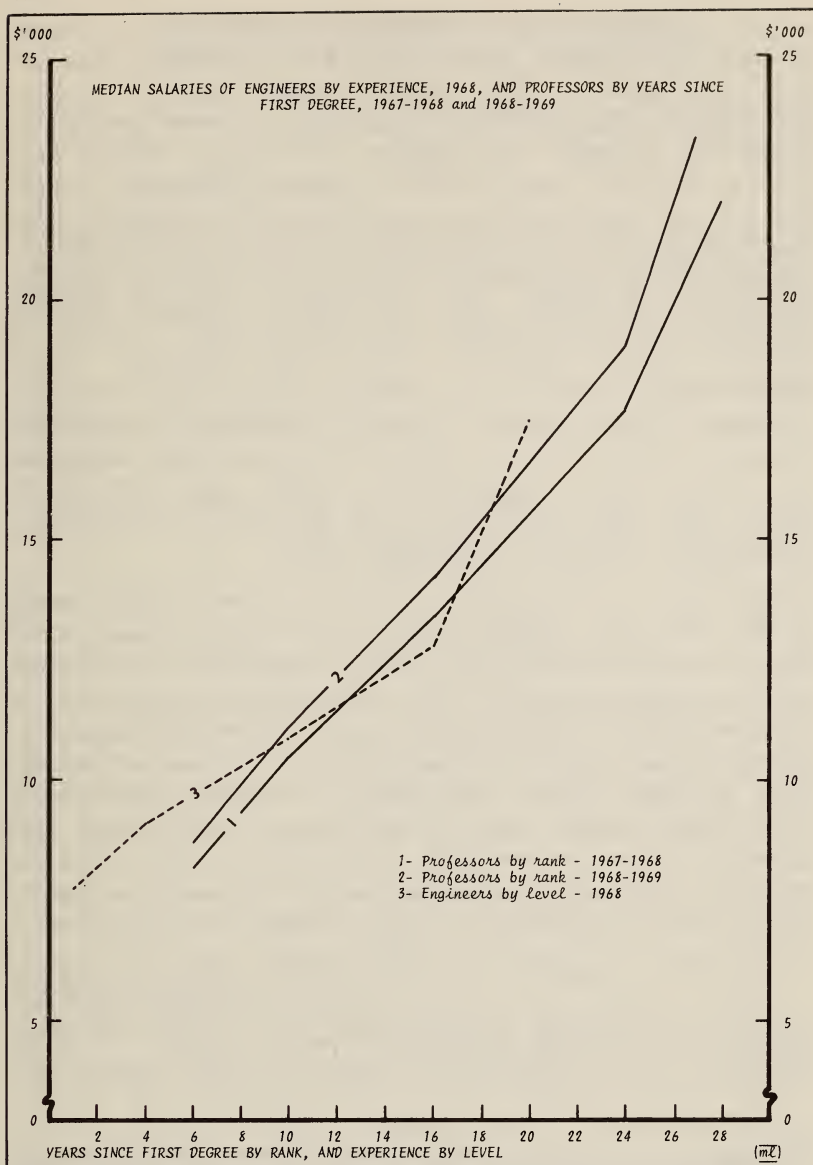
Source: Table 9

chart 3



Source: D.B.S., *op. cit.*; Canadian Statistical Review.

chart 4



Source: D.B.S., *op. cit.*, Tables 2, 24; Report '68 on Salaries, Association of Professional Engineers of Ontario.

NOTICE OF POSITIONS VACANT * ANNONCE DES POSTES VACANTS *

UNIVERSITY OF ALBERTA. Department of Romance Languages. Applications are invited for the position of Lecturer or Assistant Professor in French and French-Canadian Literature, effective July 1, 1970, with rank and salary depending on qualifications and experience. Main teaching duties would be in the programme of French-Canadian Literature, but might include some work in French language or literature. Applications should be addressed to: C. H. Moore, Chairman, Romance Languages, University of Alberta, Edmonton, Alberta.

BRANDON UNIVERSITY. Department of Political Science. We have a vacancy for an Assistant or Associate Professor, in Comparative Government-Political Theory. Applicants must have a Ph.D. or be close to it. Salary is open to negotiation up to \$13,300. Apply to Dr. M. V. Naidu, Head, giving *curriculum vitae* and the names of three referees. Appointment is effective from September, 1970.

UNIVERSITY OF CALGARY. Department of Archaeology, Faculty of Arts and Science. Applications are invited for the position of Head of the Department of Archaeology effective 1 July 1970. It is anticipated that this appointment will be at the Full Professor level, with current minimum salary of \$18,600. There are currently nine academic staff in the Department which has a strong graduate programme including the M.Sc. and Ph.D. degrees. The University of Calgary has currently 8,100 full-time students with projected increases of 20-25% per year for the next ten years. The usual fringe benefits, removal allowances etc. apply. Enquiries should be addressed to the Dean of the Faculty of Arts and Science, University of Calgary, Calgary 44, Alberta, Canada.

Faculty of Education. The University of Calgary is currently considering candidates for the position of Dean of Education and invites applications. The Faculty of Education is a senior academic unit in the University and has well-established undergraduate and graduate pro-

* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3 per notice. Notices should be sent to the Editor, *C.A.U.T. Bulletin*, 233 Gilmour St., Suite 700, Ottawa 4, Ontario.

* Le taux de l'annonce des postes vacants est fixé à soixante-quinze cents par ligne ou fraction de ligne; le prix minimal est de trois dollars. Veuillez adresser toute annonce au directeur du *Bulletin de l'A.C.P.U.*, 233, rue Gilmour, bureau 700, Ottawa 4, Ontario.

grammes. Current University enrolment is 8100 (800 staff) and current Faculty of Education enrolment is 2100 (80 staff). The University of Calgary is a rapidly growing institution with an average yearly staff-increase rate of 25%. Persons interested in being considered for appointment should write to: The President, The University of Calgary, Calgary 44, Alberta, Canada.

UNIVERSITY OF GUELPH. Department of Sociology-Anthropology. The Department is seeking candidates with interest in theory, methods, statistics, with areas of specialization open. Applications are invited at all academic ranks. A Ph.D. or near Ph.D. is required for all appointments. Applications should include a *curriculum vitae* and the names of three referees and should be sent to Dr. J. E. W. Jackson, Faculty Selection Committee, Department of Sociology-Anthropology, University of Guelph, Guelph, Ontario.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Commerce — Head. Memorial University of Newfoundland invites applications for the position of Head, Department of Commerce. The Department of Commerce is a rapidly growing department of the University, presently operating with an academic staff of eleven and an enrollment of 392 undergraduate students. The Department offers a five-year degree programme leading to the degree of Bachelor of Commerce and the degree of Bachelor of Commerce (Honours). The Commerce programme has recently been expanded and strengthened in preparation for the introduction of the semester system of operation in September, 1970. The Department participates in the University Extension Department's Certificate Programme in Business Administration and in programmes of study involving local Trades Colleges and business groups. Inquiries or applications should be forwarded in writing to: Dr. Leslie Harris, Dean of Arts and Science, Memorial University of Newfoundland, St. John's, Newfoundland.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. Office of Research and Development Studies. A Coordinator for the Office of Research and Development Studies will be appointed effective July 1, 1970, to fill one of 3 senior positions at this level within the Institute. The Coordinator will work with the Institute staff of approximately 700 and will have direct responsibility for programmes of Research and Development. Salary will be commensurate with qualifications and the duties of this senior academic administrative post. Enquiries to Professor G. E. Flower, Chairman, Search Committee for Coordinator of Research and Development Studies. See p. 71 for address.

Department of Applied Psychology. The Institute will appoint a Chairman for the Department effective July 1, 1970. One of 10 academic departments at O.I.S.E., Applied Psychology includes 20 full-time faculty, 20 research or development officers, 15 support staff, 116 full-time and 210 part-time graduate students. See p. 71 for address.

Office of Field Development. The Office of Field Development operates a number of Regional Development Centres throughout the Province and effective July 1, 1970, will appoint Heads for each of two additional Regional Development Centres at locations yet to be designated. Applicants will possess a graduate degree, probably a doctorate in Education or a related discipline and will offer broad experience in educational work and ability to work with others. These are senior positions and will carry commensurate rank and salary. The Office will also appoint three Development Officers to assist Centre Heads, persons appointed either regularly or under limited term secondment. Salary range approximately \$15,000-\$20,000. Address enquiries to Professor K. F. Prueter, Coordinator of Field Development. See p. 71 for address.

Department of Educational Administration. The Department will appoint two persons effective July 1, 1970, at the rank of Assistant, Associate or Full Professor for research and development programmes of the Department and for teaching graduate courses in Organizational Theory and Dynamics or in Organizational Research Methodology. Salary will be negotiated according to rank and experience. Summer stipends for teaching, research or development work are available. Address enquiries to Dr. T. B. Greenfield, Chairman, Department of Educational Administration. See p. 71 for address.

Department of Computer Applications. The Department will appoint a person at rank of Assistant, Associate or Full Professor effective July 1, 1970, for graduate teaching, research and development activities involving computer applications in Education. Experience and interest in information retrieval, author languages and computer systems for education are desirable. Salary will be negotiated according to rank and experience. Summer stipends for teaching, research or development work are available. Address enquiries to Professor L. D. McLean, Chairman, Department of Computer Applications. See p. 71 for address.

Department of Sociology in Education. The Department will appoint a person at rank of Assistant, Associate or Full Professor effective July 1, 1970, for graduate teaching, research and development. Salary will be negotiated according to rank and experience. Summer stipends for

teaching, research or development work are available. Address enquiries to Dr. Jan J. Loubser, Chairman, Department of Sociology in Education.

Address all enquiries to the Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario. (Academic positions normally carry cross-appointment with the Department of Educational Theory, University of Toronto.)

QUEEN'S UNIVERSITY. Faculty of Arts and Science — Department of French Language and Literature. Applications are invited for the position of Professor and Head of the Department. This position is for an established scholar to head a department of 13 full-time members. The department has a programme of undergraduate and graduate studies to the Ph.D. Duties to commence on or before September 1, 1970. Salary dependent upon qualifications. Applications to: W. C. Loughheed, Associate Dean (Humanities), Faculty of Arts and Science, Queen's University, Kingston, Ontario, before March 30, 1970.

Department of Classics. Applications are invited for two openings, one temporary for the academic year 1970-71, the other permanent, both starting September 1, 1970. Applicants with a Ph.D. or equivalent may be appointed as Associate or Assistant Professor; with the M.A., as Lecturer. The candidate should be prepared to teach courses up to the M.A. level in Latin. A subsidiary interest in Homer and Greek tragedy would be useful. Salary minima: for Assistant Professor, \$10,300; for Associate Professor, \$13,500. Please address enquiries to S. E. Smethurst, Professor and Head of the Department of Classics, John Watson Hall, Queen's University, Kingston, Ontario.

SAINT MARY'S UNIVERSITY. Department of Psychology. Applications are invited for the following posts: Associate/Assistant Professors in Psychology. Positions are available in a new but expanding Psychology Department. Candidates should have, or be about to receive, a Ph.D. degree in any field of Psychology, and will be expected to take up their position on September 1st, 1970. Successful candidates will teach two courses, each of three hours per week, and have the responsibility for associated laboratories. At least one appointment will be in the area of Clinical Psychology. Salaries will be competitive, and commensurate with experience. The usual staff benefits will be provided, as also will assistance towards travel to Halifax. Further details are available from the Chairman, Department of Psychology, Saint Mary's University, Halifax, Nova Scotia, Canada, to whom applications, including *curriculum vitae* and the names and addresses of three referees, should be sent as soon as possible.

UNIVERSITY OF TORONTO, ERINDALE COLLEGE. Department of Psychology. Assistant or Associate Professor of Psychology required. Teaching competence in fields of Abnormal, Developmental, Psychopathology and Psychotherapy. Send curriculum vitae to Associate Dean I. M. Spigel, University of Toronto, Erindale College, 3359 Mississauga Road, Clarkson, Ontario.

UNIVERSITY OF VICTORIA. Department of Biology. Applications are invited from persons having a primary interest in teaching and research in the fields of (a) Parasitology, preferably of marine organisms, and (b) Marine Primary Productivity. Appointments at any rank, effective July 1st with duties commencing September 1st, 1970. Applications to Dr. W. Gordon Fields, Head, Department of Biology, University of Victoria, Victoria, B.C.

L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

sollicite des candidatures au poste de

CHARGÉ DE RECHERCHES

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2) expérience dans la programmation d'ordinateurs.

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Secrétaire général
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233, rue Gilmour, suite 700
Ottawa 4, Ontario

au plus tard le 1^{er} mars 1970

NOTICE OF PERSONS AVAILABLE FOR
APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

Box 1. Theatre. Male, American, 30, Yale Ph.D. in Theatre History. Six years' teaching experience in Theatre History, Dramatic Lit., Dramatic Crit., Directing, Acting, Pub. plus Practical Experience; desires post which combines scholarly and practical aspects of theatre.

Box 15. Geologist. B.A.Sc., U.B.C., Ph.D., Leeds. Fourteen years' field and research experience. Specialties: Igneous and Metamorphic Petrology, Structural Geology and Economic Geology. Overseas experience. Some teaching experience. Publications. Available July 1970.

Box 16. Agrologist. Male, 35, Ph.D. in Cereal Chemistry. Research experience in proteins of cereals and rape seed. National Research Council of Canada post-doctorate fellow. Research interests in Food Science and Nutrition. Desires teaching and/or research position. Available spring 1970. Résumé on request.

Box 24. History. Male, 37, has Ph.D. and three years' full-time post-doctoral study and research. Has taught European Survey, Renaissance-Reformation, and Canadian History and has also published several articles.

Box 27. Economics. Chairman/Director Principles course. Family man, 31. Strong Canadian Studies approach.

** For fuller information write to the relevant Box No. at the C.A.U.T National Office, 233 Gilmour St., Suite 700, Ottawa 4, Ontario. Notices of person available for appointment are carried at \$3 for 40 words and \$4 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

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Box 35. Political Science. Male, 36, landed immigrant, Ph.D., five years' teaching experience in home country plus seven years' in North America, Assistant Professor at a Canadian University, due for tenure, publications, available September 1970 for teaching or research position.

Box 37. Music. Canadian, male, 31, family. Ph.D. in Musicology (University of Toronto) expected 1970. Four years' experience teaching Music History/Literature and Theory. Also experienced pianist. Desires teaching position in Canadian university or college. Available June 1, 1970.

Box 38. French Literature. French native speaker, du Sorbonne "B" B.Ph. — LD. LL. DES. CAPES (Sorbonne); specialist of 17th and 19th Century French Literature. 12 years' teaching experience (five in North America), serious Ministry and Universities references, lab trained, thoroughly anglicist (English and American literature), permanent immigrant, détaché culturel, looks for Assistant-Professorship of French or English, can teach elementary German, 25 credentials on request, publications on the run. Available 1 September 1970.

Box 42. Sociology. Sociologist with 10 years' post-Ph.D. university teaching and research and numerous publications seeks appointment at senior level in a harmonious and academically dedicated department. Available after May 1970. 37 years of age, married, with children.

Box 43. Education. Male, 35, Ph.D. Major Visually Handicapped. University of Bombay and Michigan. Teaching Experience: Visually, Mentally, Physically Handicapped and Normal Children — 11 years; Teachers' College four years. M.Ed. — Comparative Education. Position wanted in teaching and/or research. Available September 1970.

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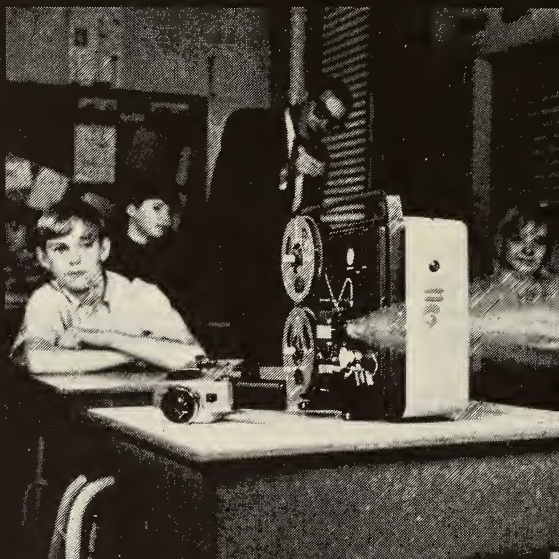
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